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ABSTRACT

Materials in this collection were submitted by school districts and programs participating in a "summit" of leaders involved in efforts to reform and restructure education support programs. Program descriptions and supplemental materials are provided for the: (1) Memphis, Tennessee City Schools, where the reform was a comprehensive restructuring; (2) Detroit Public Schools, Michigan, where schools used resource coordinating teams and an enabling framework to support reform; (3) Los Angeles Unified School District, California, where change agents are enhancing "learning Supports" at the school cluster level; (4) Hawai'i Department of Education, where a comprehensive student support system (CSSS) is being developed; (5) Washington State Office of Public Instruction, where the concept of a "Supportive Learning Environment" is used to enhance and integrate school and community collaborations; (6) California Department of Education, which uses the concept of "Learning Support"; and (7) New American Schools' Urban Learning Centers, a school reform model that incorporates a comprehensive, multifaceted, and integrated approach to addressing barriers to learning. (SLD)

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Mental Health in Schools
Center
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Materials from . . .

Pioneer Initiatives to Reform Education Support Programs*

UD033747

*The material included in this document was shared at a summit conference on this topic hosted by the Center for Mental Health in Schools.

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634.

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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

Contents

Introduction

Material from:

Three School Districts
  Memphis City Schools
  Detroit Public Schools
  Los Angeles Unified School District

Hawai'i: A State-wide School System with a Comprehensive Approach

Washington State: Seeking New Directions

California: Struggling to Bring it All Together

A New American Schools Comprehensive School Reform Model: The Urban Learning Center

Introduction

Across the country it is evident that schools and communities are concerned about how to improve the way barriers to learning and development are addressed. The concern is reflected in efforts to promote such concepts as school linked services, coordinated and integrated services, full service schools, and community schools. From the perspective of many school professionals, none of these concepts captures the sense of the various interventions carried out by pupil services personnel and others who are employed by schools to carry out education support programs. And, from our perspective, such concepts tend to bypass the need for fundamental reform and restructuring of the resources of schools so that every school can evolve the type of comprehensive, multifaceted, and integrated approaches that can address barriers to development and learning.

Over the last decade, appreciation of the need to reform and restructure education support programs has emerged as a critical concern. On Monday, May 22, 2000, a group of leaders involved in pioneer initiatives participated in a day-long "summit" meeting. The session was conceived as part of an ongoing process to support and enhance such initiatives. Participants in the interchange (1) explored lessons learned, (2) clarified where the various initiatives are heading, (3) problem-solved around existing or anticipated difficulties, and (4) delineated ways in which such initiatives can continue to support each other and anyone else who is interested in similar reforms.

Represented were

- *Memphis City Schools* – where the reform was designed as a comprehensive restructuring at all levels so that every school site could evolve a student support system that effectively addresses barriers to learning

- *Detroit Public Schools* – where schools are using the mechanism of a Resource Coordinating Team and the concept of an enabling component as a framework to develop an integrated "Learner Support System"

- *Los Angeles Unified School District* – where Organization Facilitators (systemic change agents) are enhancing Learning Supports at the school cluster level

- *Hawai'i Dept. of Education* – where a "Comprehensive Student Support System" (CSSS) is being developed throughout the state in ways that fully integrate with the instructional and management components at school sites

- *Washington State Office of Public Instruction* – where the concept of a "Supportive Learning Environment" is used to enhance and integrate school and community collaborations for student and family support

- *California Department of Education* – which uses the concept of "Learning Support" and is exploring how to enhance integration of its various education support systems

- *New American School's Urban Learning Center model* -- the only comprehensive school reform model to incorporate a comprehensive, multifaceted, and integrated approach to addressing barriers to learning.

The materials in this document were provided by the participants. Some editing and reformatting has been done to facilitate reproduction.

An executive summary and the full report from the summit are intended to accompany this document. The entire set is meant as a stimulus for moving forward with efforts across the country to reform and restructure education support programs. The report provides a context for such work, attempts to distill the essence and richness of the initiatives, and explores some next steps.

Howard Adelman & Linda Taylor

Note: The following materials reflect the pioneering initiative in the Memphis City Schools begun under the administration of Superintendent House and her Associate Superintendent Barbara Jones. After Superintendent House left the district in April, the work continued and was presented at the May summit.

However, in late June 2000, the interim superintendent indicated there would be changes. As of June 30, when this collection of materials was compiled, it was uncertain what aspect of the initiative would be affected.

From: *Pathways (September, 1999)*
a publication for employees of Memphis City Schools

Department of Student Support signals change in name and focus

The Memphis City Schools department led by Associate Superintendent Barbara E. Jones begins the new school year with a new name and a new organizational structure focused on increasing schools' direct access to the support services needed for students to take full advantage of both academic and extra-curricular opportunities.

The Department of Student Support, formerly the Department of Student Programs and Services, has been restructured. "We have worked to rethink and redesign how internal and external resources are accessed and delivered to school sites. Mechanisms must be in place to assist schools in addressing barriers to student achievement," Jones said.

The department's new operational plan emphasizes that effective school reform must include the instruction, management and enabling components.

"Establishing the enabling component is key to the vision of improved opportunities for students to overcome barriers to learning," said Jones. "Our goal is to move from fragmented, problem-specific and supplementary 'support services' to a comprehensive, multifaceted and integrated enabling component."

Whole communities must take responsibility for helping students to succeed, Jones said. Partnerships among schools, families, and community resources must support teachers' efforts, rather than create a new set of responsibilities. The new work will foster interagency partnerships and increased family engagement in the life of the school, as well as promote shared accountability for the outcomes of children.

"The role of our department will shift from district-level control to district-wide support of the school and classroom component," Jones said. "We will be working to build an infrastructure that will bring resources to the school to meet the needs identified by the school staff and the community."

A School Coordinating Team will be established at each school. The team will serve as the hub of the student support system. Major functions of the team will be to:

- Identify barriers to learning and strategies to address them
- Implement programs or services for prevention or intervention
- Develop a resource profile for the school
- Coordinate resources at the school level to address identified student needs
- Work with other schools in the area to effectively use resources and program planning

"The Division of Student Support will work to ensure that the enabling component is coordinated and integrated systemwide. This is a creative and ambitious new approach, one that will require a great deal of effort to implement and develop to maximum effectiveness," Jones said.

Many schools, through specific components of their design, have started work in this area. "We are convinced this approach will support classroom teachers' efforts to provide a caring, nurturing learning environment for each student and result in a positive impact on student learning," Jones said. "Building the new vision, commitment and readiness for implementation is ongoing. But, the entire department is here to assist and support this cooperative venture to enable each child to succeed."

Expected Benefits of Implementing an Enabling Component for MCS

Benefits to Communities

- Better use of limited resources to address the critical need of linking home and school
- A better educated workforce
- Greater family/community support for school budget and needed school improvements
- Fewer incidences of truancy and juvenile crime
- Healthier families and neighborhoods
- Informed citizens who contribute to the economic welfare and overall success of the community

Benefits to Schools

- Increased academic performance
- Increased retention/graduation rates and increased attendance
- Improved student behavior and improved school safety
- Better communication between school and community
- More family involvement
- Improved attitudes and relationships among teachers, students and families

Benefits to Families

- Increased empowerment
- Better communication between home and school
- Increased access to school resources
- Greater opportunity to participate in important decisions related to academic success
- Improved, healthier family life and closer relationships with children
- Greater community/school support of families

Benefits to Students

- Improved achievement
- Positive attitude toward school and work
- Increased self esteem
- Higher quality work
- Improved attendance
- Reduction in discipline referrals, suspensions and dropouts

Adding Value, Enhancing Learning

Executive Summary

Restructuring Student Support Services

Memphis City Schools
Department of Student Programs and Services
May 1999

Enabling Students to Learn: Revitalizing Student Support

A brochure produced by the Memphis City School District

Addressing Barriers to Learning

All students can learn; however, the needs and challenges facing students are individual in nature and often quite complex. Some students enter school facing multiple difficulties which, if not resolved or addressed, will impede the students' academic success.

Realizing the impact "barriers to learning" can have on the level of student success in the classroom, the district joined with community and university representatives to develop a component that supports schools in their quest to ensure that all students succeed. Implementing a Learner Support Component will eliminate fragmentation and create integrated service. An integrated approach brings all support personnel and resources together to help students.

Vision

"To create within each school a hub of multifaceted, integrated, comprehensive programs and services which enables teachers to teach and students to learn."

Guiding Principles

★Resources and strategies are available to support identified needs of schools to reduce students' barriers to learning.

★Each school has the capacity to provide a facilitative, nurturing environment,) increase positive connectionsto school; to promote bonding with a caring adult and accelaeration of learning.

★A comprehensive, multifaceted, integrated, cohesive continuum of accessible prevention and intervention strategies are planned, implemented and evaluated.

★The Learner Support component mobilizes the strengths of the family in the education of the child in the home and at school.

★School staff, specialty personnel and resource providers are stakeholders who believe "All students can and will achieve at higher levels."

★The School Coordinating Team uses its resources and influence in assessing students 'success as its highest priority and assumes leadership responsibility for ensuring that each child is served holistically and developed mentally.

★Partnerships between the families, school, and community are viewed as long term investments in children.

★Programming such as preschool readiness extended day and year programs-, alternatives, and transitions are available to meet the diverse students needs.

"School systems are not responsible
for meeting every need of their students.
But when the need directly affects learning,
the school must meet the challenge."

Carnegie Task Force (1989)

School Coordinating Teams will work in concert with support personnel, social agencies and families in addressing specific barriers to learning at a school and focus on:

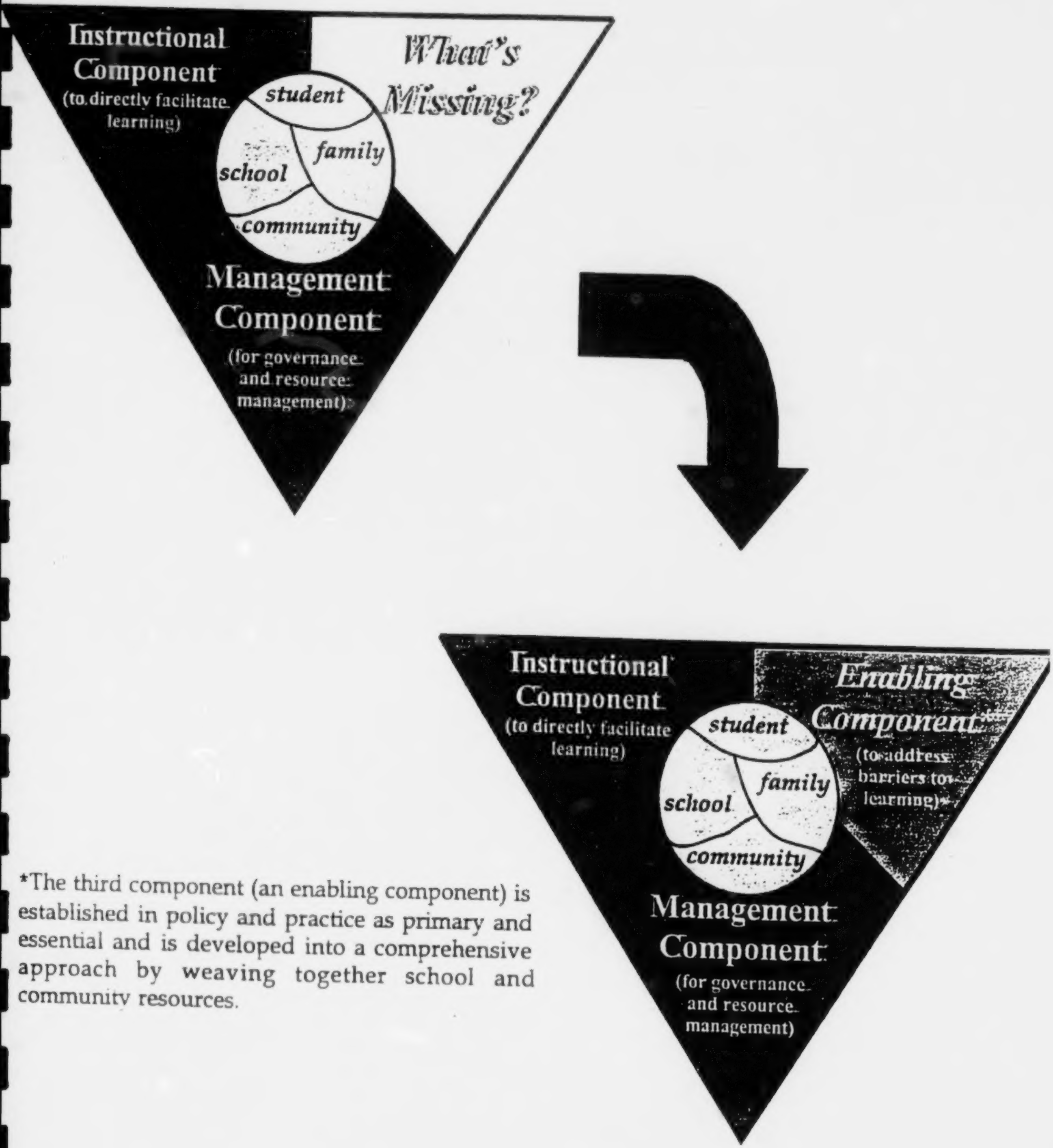
★Enhancing Classroom Support
★Extended Learning Services
★Community Outreach
★Health and Social Services
★Family Support and Home
★Involvement

Uniting community, school, and district resources reduces fragmentation, ensures more timely response to issues, helps focus on major barriers, and identifies the continuum of care or strategies needed to enable students to learn and experience success.

Expected Outcomes

★Increased student achievement
★Early intervention for students experiencing difficulties
★Improved attendance
★Enhanced home/school relationships and communication
★Increased teacher effectiveness and satisfaction
★Expanded access to extended learning opportunities
★Timely response to emergencies or crises
★Expanded community participation and support for the school's program
★Safe and nurturing school environment
★Reduction in disciplinary problems
★Increased family assistance
★Better use of limited resources

gure: Moving from a two to a three component model for reform and restructuring.


Instructional Component
(to directly facilitate learning)
What's Missing?
student
family
school
community
Management Component
(for governance and resource management)
Instructional Component
(to directly facilitate learning)
Enabling Component*
(to address barriers to learning)*
student
family
school
community
Management Component
(for governance and resource management)

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

The Underlying Philosophy

Memphis City Schools has a vital mission – to prepare its 112,000 students to achieve their full potential as successful workers and productive citizens in the new millennium. As we enter the 21st century, our students face numerous challenges which not only impede their academic achievement but also threaten to diminish the likelihood of their future success. Some of these challenges include economic, social, health, and environmental barriers to learning.

To overcome students' barriers to learning, the district has embarked upon a systemwide reform effort which utilizes a comprehensive, integrated approach to improving schools' teaching and learning outcomes and provides improved service delivery to students and families. The effort mirrors the ideal of the cornerstone for successful schools as cited by Superintendent Gerry House in Building Tomorrow Today *"Restructuring Memphis City Schools."* In that document she cites three basic principles for school success as follows:

- Unity of Purpose
- Empowerment
- A Foundation Built on Strengths

We believe success can be achieved by uniting to provide efficient, effective support services, empowering schools to access and receive needed resources and building a foundation on the strengths of our multidisciplinary staff and community partners. Memphis City Schools' Mission to prepare ALL children to be successful citizens and workers in the 21st century can be achieved.

In order to ensure that the goal of success for each child is reached, reform efforts must include the following three components: instruction, management, and enabling. Establishment of the Enabling Component is key to the vision of improved opportunities for students to overcome barriers to learning and requires restructuring of support services

Services will move closer to schools, and interdisciplinary teams of existing personnel will become more responsive to needs identified by schools, will utilize limited resources more effectively and efficiently and will collaborate with public and private sector representatives. To make this vision a reality, the Department of Student Programs and Services will undertake a dramatic, innovative restructuring to build capacity at the school level which will deliver needed support services and better meet the needs of students..

BACKGROUND

Anyone who works in schools knows firsthand the many barriers to student learning. Besides violence, drugs, and broken families, students face frequent moves and other conditions brought about by poverty and recent immigration. Is there something that can be done so that all young people truly have to learn at school? *Absolutely!*

Memphis City Schools has consulted with Drs. Howard Adelman and Linda Taylor of UCLA's Center for Mental Health in Schools regarding their work in addressing barriers to learning. According to Drs. Adelman and Taylor, traditional approaches that focus on good instruction and well-managed schools leave out an essential part: an "enabling component" that fully addresses students' psychosocial concerns, as well as development, learning, parenting, and teaching. This component is what is needed for schools to be truly effective.

This concept provides the framework for the pioneering work of Memphis City Schools as the district expands its approach to school reform by restructuring resources so that every school can reach its mission through each child's success. Truly making success for all a reality.

Vision

For the Third Component of School Reform

To create within each school a hub of multifaceted, integrated, comprehensive programs and services which enables teachers to teach and students to learn.

GUIDING PRINCIPLES

1. Programs, resources and strategies are available to support school efforts in addressing student barriers to learning.
2. A nurturing environment will exist in all schools to increase positive connections between home and school to promote healthy development, and to foster academic achievement.
3. A comprehensive, integrated, multifaceted continuum of prevention and intervention strategies is planned, implemented, and evaluated in each school.
4. Family strengths are recognized and utilized in the education of children in the home –school connections.
5. School staff, specialty personnel, and community partners believe that all children can and will achieve at high levels.
6. Collaboration, coordination and integration are core values of the learner support system.
7. Partnerships among families, schools and communities are essential to overcoming student barriers to learning.

THE RESTRUCTURING INITIATIVE

This plan establishes an "enabling component" to address barriers to student growth and development in several phases beginning at the school level, building up through the district, and linking with community services. At each level, services are available to assist schools in providing comprehensive services to students in a well coordinated integrated manner.

At the School Level

A School Coordinating Team is established in each school, composed of school staff and resource specialists. This team serves as the hub of learner services available to students and is recognized as the major resource team with the authority to make the kinds of decisions necessary to address students' barriers to learning.

The major functions of the School Coordinating Team are as follows:

- Identify students' barriers to learning and the best strategies to address them
- Implement programs or services for prevention or intervention
- Coordinate resources at the school level
- Make student referrals based on assessments
- Develop a resource profile for the school

Focus on five major areas:

1. enhancing classroom supports
2. health and human services
3. family support and home involvement
4. community outreach
5. extended learning

At the Zone Level

The District will be divided into 9 zones to create a "family" of schools to help ensure cohesive and equitable deployment of resources. Based on geographical locations and feeder school patterns, the learner support zone is also designed to facilitate the identification of barriers to learning at the school and community level and map resources across the family of schools making up the zone. This structure can be very powerful over time for families who have youth attending more than one level of schooling in the same zone. This structure will increase efficiency and effectiveness, reduce duplication, redundancy and overlap in getting needed resources to schools.

Creating a zone database to reflect school, family and community will promote systemic approaches to reducing student barriers to learning at the community level while making service options attractive to community agencies. A zone facilitator will coordinate the identification of resources to be shared within the zone as well as the procurement of new resources to support school level needs.

The major roles of the Zone Facilitator are as follows:

- Initiate the design model and make sure it functions well
- Coordinate resources and ensure that needed resources are available to schools
- Schedule personnel so schools receive regular and timely services
- Serve as liaison between zone and district levels

Typical zone team members include these specialist:

- Alcohol and Drug Specialist
- Attendance or Truant Officer
- Community Specialist
- Family Advocate Specialist
- Health Practitioner
- Intervention Specialist
- Program Design Specialist
- Psychologist
- Reform Design Facilitator
- Safe and Drug Free Specialist
- Social Worker
- Special Education Specialist

At the District Level

At the district level, leadership will ensure enabling activities are coordinated and integrated among groups of schools systemwide. A district level resource team will respond to the needs of the schools and students by supporting zone personnel and principals.

Major Functions of the District level team:

- coordinate and integrate services at the district level
- establish links and collaborations at the community level
- ensure that programs are delivered fairly and with quality
- facilitate the development of assessment and evaluation instruments
- review accountability and performance measures
- determine major barriers and effectiveness of services

Interagency Council

At the community level, a council will be created to guide partnerships among various agencies that address and serve youth. Chief executive officers of major institutions and other community representatives will work with the Superintendent to develop cooperative, alignment strategies to create more responsive services for children and families.

Technology Linkage and Connectivity

There is a tremendous need for computerizing records for school health, psychological-social services, special education, family services, and alternative services. The use of technology can increase efficiency and empower personnel to do their jobs better. "In school" service providers can be more responsive to individual schools, and students' needs can be identified quicker and even anticipated. In doing this, students and their families will be served in a cohesive, comprehensive way that truly can reduce barriers to learning.

Implementation of the Learner Support System

Implementation of an Enabling Component to address barriers to student growth and development requires building an infrastructure which will bring resources to the school to meet the needs identified by the school staff and the community. The new approach develops capacity at the school level with zone and district supports. Careful attention has been given to the role shift of central office from that of control to support. The new structures and strategies are designed to make the delivery of services to students and their families more efficient and cost effective.

Training Priorities

The training component of this renewal effort consists of three modules aimed at a universal, school, and zone orientation. The universal module, as the same implies, encompasses training that orients all departmental staff to the structure, functions, and philosophy of the "Enabling Component". Subsequent training consists of information targeted to the school coordinating team and the zone council members. On going training in "best practices" will be provided to the "teams" to ensure quality service delivery to schools.

THE BOTTOM LINE:

Benefits of Implementing the Enabling Component

As we begin the work of developing a comprehensive, integrated learner support system, it is clear that there are many positive outcomes to be gained. Below is a partial listing of the expected benefits :

Benefits to Schools

- increased academic performance
- increased student retention and graduation rates
- increased attendance
- improved student behavior
- increased school safety
- better communication between schools and the community
- more family involvement
- improve attitudes and relationships between teachers, students and families

Benefits to Students

- improved achievement
- positive attitude toward school and work
- increased self-esteem
- higher quality work
- improved attendance
- reduction in discipline referrals, suspension, and dropouts

Benefits to Teachers

- more positive teaching experiences
- greater feeling of teaching success
- reduced stress and frustration
- more support, appreciation, and trust of families
- fewer discipline problems
- early assistance for students evidencing barriers to learning

Benefits to the Family

- increased empowerment and education
- improved, healthier family life and closer relationships with children
- greater community/school support of families
- better communication between home and school
- greater opportunity to participate in important decisions related to academic success
- increased opportunity to get help for a student
- increased access to school resources such as family resource centers, homework hotlines, home visits, classes and workshops specifically for the family

Benefits to the District

- increased academic performance
- increased student retention and graduation rates
- improved rates in reaching district goals
- improved communications between and among schools, families, and communities
- improved relationships and more positive opinions about school, students, family, and community
- better use of limited resources to address critical needs of youth and families

Benefits to the Community

- Better use of limited resources to address the critical need of linking home and school.
- Greater family/community support for school budget and needed school improvements
- Fewer incidences of truancy and juvenile crime
- Students and family view education as a positive force in their lives
- A better educated workforce
- Informed citizens who contribute to the economic welfare and overall success of the community
- Healthier families and neighborhoods

CONCLUSION

In this plan, the Department of Student Programs and Services proposes a strategic restructuring initiative to address the myriad of social, economic, health, and environmental factors faced by students that present barriers to learning. An "Enabling Component" is introduced as the third, essential component of district school reform. This concept establishes a unifying core around which policy can be formulated to move from a fragmented, narrowly focused service delivery approach to a more comprehensive, integrated continuum of care for students.

This core will serve as a guide for restructuring activity at the school level as well as integrating community health and social services. Operationally, the plan establishes the leadership and infrastructure of an "Enabling Component" in several phases beginning with an interdisciplinary team at the school level, building upward to a zone level which provides specialized resources to schools, and culminating with district and community service linkages. The focus is two-fold: (1) building capacity at the school level to identify and develop strategies and increasing access to resources that address student barriers to learning, (2) increasing efficiency and accountability to better utilize internal and external resources.

The "Enabling Component" represents a comprehensive, multifaceted, and integrated approach to counteract factors that interfere with student learning and performance. It is a dramatic departure from traditional support service delivery approaches which tend to be fragmented, narrowly focused, and problem-specific. Each school, through the work functions of the school's coordinating council, addresses barriers to learning and moblizes interdisciplinary resources in a timely, responsive, and accountable manner.

In addition to enhancing classroom efforts to support learning, the approach provides student and family assistance, responds to and prevents crises, facilitates transitions, increases home involvement in schooling, and actively seeks greater community involvement and support.

If children are to succeed:

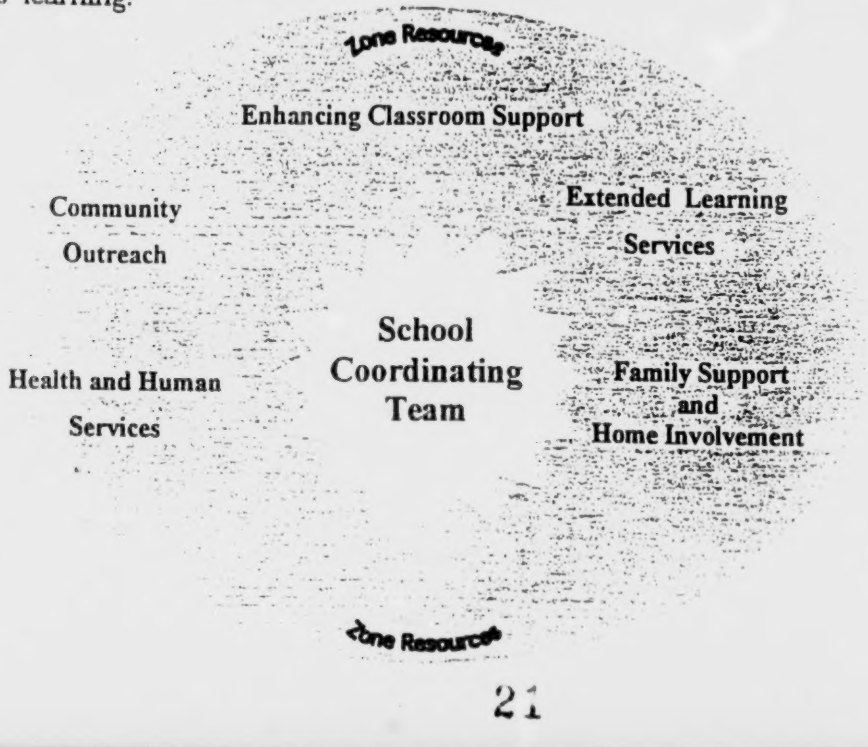
- Whole communities must take responsibility for supporting families. School success must become the goal of every social system-not just of the schools.
- Partnerships among schools, families, and community resources must support the efforts of teachers rather than create a new set of responsibilities and must also strengthen families and neighborhoods.
- Better linkages must be made between schools and all community resources in ways that foster mutual respect, flexibility, family and community focus, and attention to relationships.

The overall intent of this student-centered approach serves to expedite Memphis City Schools' Strategic Plan: fostering academic achievement and success for **ALL** children.

SCHOOL LEVEL

> *"School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge."*
>
> Carnegie Task Force (1989)

A School Coordinating Team composed of school and zone resource staff would be created in each school,. The first major function of the team will be to reflect on the school's programs and procedures and how they impact the student. This act of reflection will help the team to identify any inconsistencies between where the school is and where it wants or ought to be. The group would then be ready to identify barriers to learning at the school and the most appropriate methods/strategies to address them. This team is responsible for ensuring that mechanisms are in place so that every child in that school has an equal opportunity to succeed. Through the various initiatives aimed to integrate community services, schools will seek to enhance what is available to students and their families through collaborations with social, medical and human services. The team should have access to technology for management purposes. A site administrative leader must be named to assume leadership of this group. This person must sit at the decision-making table when plans regarding space, time, budget and personnel are made. This person also is responsible for ensuring proper mechanisms are in place for coordination, resource development and service delivery. As an advocate, this person keeps others informed of plans. To be effective, the team should be recognized by all school staff as the major resource team with the authority for making the kinds of decisions necessary to reduce fragmentation and address the major barriers at the school which interfere with learning. Teamwork will focus on the five major areas in addressing barriers to students' learning.


Zone Resources
Enhancing Classroom Support
Community Outreach
Extended Learning Services
School Coordinating Team
Health and Human Services
Family Support and Home Involvement
Zone Resources

Major Functions of the School Coordinating Team

- Map and analyze existing activity and resources at the school for addressing barriers.
- Assess the school to determine major barriers to student achievement at that site.
- Recommend, procure or implement programs, activities or services for prevention or intervention of barriers to student learning.
- Coordinate resources to reduce fragmentation.
- Make referrals based on previous assessments.
- Monitor, evaluate and modify programs, activities or services.
- Conduct on-going mapping and develop resource profiles for school site.
- Create ad hoc committees to address special needs.
- Assess community resources to augment school programs.

Membership

The size and composition of the team will vary as to the school's unique needs and identified priorities. However, the basic structure must include the following:

- A team leader or facilitator (may be one of the representatives)
- Representatives for the five major work areas
- School Leadership Council representative

AREAS OF FUNCTION

I. ***Enhancing Classroom Supports***

Effective classrooms are facilitative, supportive environments, where all students feel welcome and successful. To maximize classroom supports for learning, there must be a continuing focus on building the capacity of teachers to address barriers to student learning through continuous training in identifying and addressing student diversity, fostering wellness, managing interpersonal and behavioral problems, and accessing resources and support services.

II. ***Health and Human Services***

Students' physical, emotional, social and health needs must be met for them to functional effectively in the classroom. Teachers will recognize potential problems early and provide appropriate, solution-focused strategies using the pre-referral intervention process. All staff will endorse the belief that behavior, emotional, and learning problems result from an interaction between the student and his/her environment. Students will develop positive self-esteem through multiple, planned successes in school. Prevention programs and services will support strategies to minimize problems which may affect student learning.

III. ***Family Support and Home Involvement***

By building the family's capacity to assist students academically, socially and developmentally, students will be provided a supportive, nurturing home environment. Families will be involved in the school and their children's learning in meaningful ways that enhance and extend the child's learning. Parents will have the opportunity to expand their own academic growth through adult classes, seminars, and other educational options. Enhanced communications between the home and school will facilitate greater understanding between all adults associated with the child's advancement.

IV. [illegible]

Connections with community resources can enhance the development of a full continuum of support to address barriers to student learning and promote healthy development. This encompasses outreach to all resources in the community to fill gaps in service needs. Initial outreach focuses on building and renewing volunteer pools, linking with community service agencies, youth development, recreation and enrichment programs. Then the focus expands to all other resources in the community that have a role to plan in enhancing schools, families, and neighborhoods.

V. [redacted]

Besides enhancing classroom-based supports for learning, there are a variety of schoolwide approaches that help to address barriers to learning and promote positive development. These include enhancing school-wide welcoming and supportive programs, providing supports for the many transitions including alternatives programs from grade to grade and from school to school, before and after school programs, and opportunities to access alternatives.

I. Enhancing Classroom Supports

A. Personalized, Professional Development

- Training and skill development in fostering wellness, managing interpersonal and behavior problems, addressing diversity and accessing resources and support services.
- Specialty training for new teachers, aides and substitutes

B. Facilitative, Nurturing Classroom Environment

- Teacher as a positive role model
- High expectations for every student
- Caring relationships and respect between teacher and student
- Realistic and age appropriate roles and expectations for each class
- Students' sense of self responsibility
- Active participation, success oriented opportunities and positive reinforcement on a daily basis

II. Health and Human Services

A. Health Services

- Age appropriate, health enhancing behaviors and health risk reduction are promoted.
- Health standards and instruction are linked to health services outside of the classroom.
- Classroom adjustments meet student needs associated with chronic illnesses.
- Awareness of signs of depression are among detected student behaviors.
- Student's wellness and antisocial behaviors/attitudes are addressed.

B. Social and Emotional Development

- Counseling services bridge achievement and adjustment needs of students.
- Positive character education (respect, responsibility, honesty, hope, fairness) is promoted.
- Conflict resolution skills are developed in the classroom.
- School environment is facilitative for all staff and students
- School and community practice safety measures.
- Suicide prevention services are available.
- Services for abuse prevention (child, sexual harassment, substance, verbal) are provided.
- Physical, psychological and social hazards are minimized.

C. Prevention and Intervention

- Preventive Health Services
- Early Intervention
- Pre-referral intervention, referrals, linkages
- A continuum of care for students with multiple at risk factors
- Relaxation techniques and positive self-talk skills

D. Emergency/Crisis Response

- Community safe havens are utilized for students at risk.
- School teams are trained and ready to respond to crises.
- Staff and students are informed of appropriate behaviors and responsibilities.
- Appropriate medical, psychological and follow-up assistance is provided (long term).

III. Family Support and Home Involvement

A. Educational Opportunities for Adults

- Adult education classes, seminars, workshops are accessible.
- Specialty support and discussion groups are available.
- Family and other social networks are strengthened.

B. Home Support for Student Academic Growth and Development

- Factors which impede student learning and performance are identified and addressed.
- Family's capacity for out of school learning and enrichment is enhanced.
- Supportive home environments are created through multiple strategies.
- Families gain access to the resources needed to meet basic needs.

C. Communication Between Home and School

- Two-way communication which facilitates involvement of the home in matters related to the students is developed.
- A communication network for identifying new needs and future planning is utilized.

D. Home and School Connection

- Opportunities for orientations, open houses and new families' receptions are provided.
- School performances, award ceremonies, cultural and sports events, volunteerism, festivals and celebrations are available for family members.
- Mechanisms to enhance home participation in decision-making essential to students are established.
- Family awareness of community health resources is promoted.

IV. Community Outreach

A. Business and Community Shared Vision

- Positive, friendly atmosphere maintained within all schools.
- Staff and community, know each other.
- Community understands the school mission and what is needed.
- Student learning expands through community resources.
- Intergenerational programs serve the whole family.

B. Community Initiatives

- Sources and types of volunteers are identified and recruited.
- Types of involvement is determined to engage volunteers.
- Communities become involved with the school.

C. Volunteers

- Roles and functions of volunteers are defined.
- Volunteers engage in preparation for service.
- Volunteers are recognized for services to school.

V. Extended Learning Services

A. Welcoming and Supportive School Environment

- A welcoming atmosphere is established for all visitors, parents, students and especially newcomers.
- Programs and communication are initiated to address cultural diversity.
- Student registration is pre-planned to address all needs of the student body.

B. Transitions

- Initiatives support and facilitate students in transition (i.e. grade to grade newcomers, articulation program, inclusion, etc.)

C. Before, After-School, Weekend and Summer Programs

- Enrichment programs enhance learning.
- Special academic programs extend or remediate learning.
- Social clubs and activities develop personal skills.
- Before and after school child care programs are available.
- Initiatives provide work opportunities to students.

D. Alternative Programs

- Suspended students are assigned to special sessions to maintain their learning continuation.
- Make-up sessions are provided for students missing classes for an extended period.
- Overage for grade academic programs are implemented as intervention to failure.
- Special programs for substance abuse are initiated.

School Coordinating Team Implementation Results on Four Start-Up Tasks

Spring 2000

Having started the implementation of the School Coordinating Team in the Fall of 1999 the Department Leadership defined four key tasks as benchmarks for progress. Percentages of completion of these four tasks were measured on each schools documentation of events. The four tasks are as follows.

(1) Holding a "Start-Up" Meeting;
(2) Engaging in Faculty SCT Training;
(3) Conducting an Initial SCT Meeting; and
(4) Following through with Additional Meetings.

To better serve students schools were grouped into families of schools comprising elementary, middle and high school. It was felt following feeder patterns would further enhance building a comprehensive seamless system of support. Thus nine (9) support areas became the structure for organizing schools.

The single Summary Table and the accompanying series of six figures describe the progress of SCT implementation in the Memphis City Schools. Crossing this quartet of Keys Tasks with the nine Areas, the Summary Table offers a single reference point for the 36 percentages observed and 4 overall task completion rates computed from them. From different perspectives, the subsequent six Figures graphically depict this data.

Figure 1

By far the most complex of the six, Figure 1 provides a panoramic view of SCT implementation. Across all 9 Areas, depicted here are the comparative completion rates for the four relevant tasks. Contrasting sharply in their relative rates of completion are Areas 6 and 7: the former achieving a 100% completion rate on three implementation tasks and a near 100% completion rate on the fourth; the latter lagging sharply behind all its counterparts on two of the four areas and next to last on a third. Like those in Area 6, schools in Areas 5 and 8 also evidence a 100% completion rate on three of the tasks, but vary in their performance on a fourth. Perhaps the most consistent levels of implementation are shown by the schools in Area 3, however. Unlike schools in six other Areas, those in Area 3 cannot claim a 100% completion rate on any single task; nevertheless, Area 3 schools may boast of a completion rate in excess of 90% on three tasks and a completion rate nearly that high on a fourth.

Figures 2 and 3

Of the tasks themselves, schools in all 9 Areas have shown the most progress in completing the first: Holding an SCT "Start-Up" Meeting. As shown in Figure 2, two-thirds of the Areas lay claim to an 100% completion rate, while the remaining third evidence a completion rate above 90%. As shown in Figure 3, strong but much more variable are schools' across-the-board performance with respect to Task 2: Engaging in Faculty SCT Training. In a third of the Areas -- Areas 1, 6, and 7 -- a 90% to 100% completion rate is observed. In four other Areas, completion rates vary between a high of 86.4% (Area 3) and percentage lows in the middle and lower 70s (Areas 3, 5, 2 and 9, respectively). In the remaining two Areas -- Areas 4 and 7 -- roughly two-thirds of the schools report engagement in Faculty SCT training.

Figure 4

As with the previous task, schools in two Areas tend to lag far behind the rest in implementing Task 3: Conducting an Initial SCT Meeting. Where Figure 4 shows that schools in over half of the Areas evidence a task completion rate ranging between 90% to 100%, it also indicates a completion rate only half that in two others: Area 9 at a completion rate of 53% and Area 7 at a completion rate of only 42%. Between these two extremes, 75% of the schools in Areas 1 and 4 report holding an initial SCT meeting.

Figure 5

As might be expected, the sort of variability that attends schools' performance in completing Task 3 is magnified with respect to the fourth and final task: Following Through with Additional Meetings. With respect to schools' completion rates, Figure 5 indicates perfect or near perfect performance in a third of the administrative Areas: namely, Areas 5, 6, and 3. At a task completion rate of 82% and 75%, respectively, the performance level of schools in Areas 2 and 4 is also strong. Conversely weak is the showing of schools in Area 7. Herein only slightly more than one-fourth of the schools have held additional meetings, compared with over half of the schools in Area 9, and more than 60% of the schools in Areas 1 and 8.

Figure 6

Exempting the relatively low completion rate on this final task in Area 7 schools, the distribution of the average completion task completion rates depicted in Figure 6 would somewhat less "skewed" and significantly more "horizontal." Had not a single data point so depressed the mean on the task of following-through, what would be indicated in summary Figure 6 would be a near 100% success rate on the initial Task and a better than 80% success rate on subsequent ones. Absent the need to focus attention in one or two Areas on one or two tasks, this series of figures depicting SCT implementation may be resolved into a single picture of solid and sustained progress.

Position Description
Memphis City Schools

Position: Supervising Psychologist

Department: Student Support

Division: Health and Social Support

Reports to: Director of Health and Social Support

Job Goal: To ensure Student Support System services are available to meet student needs as outlined by School Coordinating Teams. Working with Area School Coordinating Team Leaders, Area Specialty Support Personnel and community agencies, resources are efficiently accessed in a timely manner to address barriers to student learning.

General Summary:

The Supervising Psychologist provides Area and district level leadership in ensuring institutionalization of the School Coordinating Team within each Student Support Area school by linking school teams and community resources into a network focused on maximizing cohesion and effective use of resources. The Supervising Psychologist provides leadership for staff development, community activities and parental involvement; enhances social health and emotional well-being of students and families; and serves as the liaison and departmental linkage to business, government, health and community agencies to establish a continuum of services to meet student needs. This position advises the Steering Committee of strategic needs and direction, effectiveness of delivery methods and effectiveness of department interfaces. This position makes recommendations in key needs areas to influence goal setting, resource budgeting, grant searches, department services and evaluation of effective use of resources.

Performance Responsibilities:

- Supervises divisional staff in consultation services, treatment, and evaluations such as psycho-educational testing; determines staff assignments for activities and locations; and evaluates personnel in all aspects of their work.
- Make recommendations regarding the distribution and acquisition of personnel and other resources.
- Facilitates clinical processes geared to helping teachers to teach and students to learn and recommends research based, problem solving strategies.
- Integrates distribution and implementation of resources to ensure effective start-up and implementation of School Coordinating Team's role.

Role and Function As Area Facilitator:

- Provides staff development to engage support personnel, administrators and school staff in the restructuring of Support Services.
- Institutionalizes the School Coordinating Team and the Area Council as key components of the School Support System.
- Participates in Team meetings to assist with start-up, serves as a source of technical support and shares successful practices in use by other teams.
- Foster two-way communications between and among schools in the areas regarding support services to students and families.
- Uses data from the family of schools to develop strategic action plans, and long and short-term goals and comprehensive, well integrated approach to meeting the needs of the Student Support Area.
- Uses expertise and start-up skills to establish an interactive, mutually supportive network (i.e., an Area Council) for schools within the Student Support Area.
- Understands the educational reform initiative in Memphis City Schools.
- Provides integrated technical support, identifies on-going, cooperative professional development needs and whole community information activities to support schools within the Student Support Area.
- Knows the roles and responsibilities of all support personnel.
- Participates in community meetings, such as Social Service Consortium meetings, to assist in collaboration efforts with various agencies operating in the community and to integrate the community perspective into school plans for coordinated health and human services.
- Assists School Coordinating Teams in mapping extended community resources; uses strategic skills to identify and prioritize assessed Student Support Area needs based on School Coordinating Teams findings.
- Works to align resources equitably and to promote cooperative alliances with the district network to meet student and family needs.
- Recommends extended care options and services consultation.
- Identifies and addresses common problems, issues and service gaps within the Student Support Area.
- Schedules personnel so that schools receive necessary social, health and educational support services of specialists in a timely manner.
- Coordinates limited specialized resources to ensure that a full continuum of care is available for special situations.
- Provides leadership to and monitors operations of the School Coordinating Team leaders and promotes school to school interaction.
- Reviews school implementation status of the Enabling Component.
- Works with School Coordinating Team members on matters of difficulty needing specialized assistance.
- Demonstrates leadership skills in facilitating group processes, census building and resolutions of conflicts.
- Serves as liaison between the local School Coordinating Teams and District personnel to ensure full service at the school and center level.
- Plans, organizes, prioritizes and manages time for self and others.

- Facilitates linkages across all departments and divisions to promote addressing barriers to learning, knowledge and access to extended learning opportunities, transition programs, alternative learning programs, adult learning programs, recreational activities, parent programs, special education, and compensatory education.
- Monitors, documents and recommends system policies and/or modifications as evidenced be needs.
- Knows, understands and implements support services to foster district policies and procedures, goals and objectives, organizational structure and key accountabilities.

Supervisory Responsibilities:

- Reviews referrals and professional reports completed by all Student Support staff.
- Provides a minimum of monthly individual supervision of all staff, weekly individual supervision with new staff and regular staffing with all Social Work/School Psychologist teams.
- Develops treatment plans and DSM-IV diagnoses.
- Serves as constructive role model in demonstrating therapeutic techniques and strategies.
- Assigns schools to maximize equal distribution of workload and service delivery.
- Monitors services and ensures productivity outputs by reviewing:
    - Case logs
    - Services delivery reports and outcomes
- Uses quality assurance factors in reviewing all cases before transfer or closure.
- Monitors case flow to help assure timely completion.
- Coordinates service requests from parents, internal divisions, and external agencies.
- Evaluates assigned staff in collaboration with social work supervisors Center Administrators and other designees as appropriate.
- Supervises all Area assessment, treatment, consultation, prevention, and crisis intervention services.

Minimum Qualifications, Training and Skills:

- Doctoral degree in Psychology, Counseling or related behavioral health area from an accredited institution.
- Applicant must meet eligibility requirements for licensure by the Tennessee Board of Healing Arts at the Psychologist level. In addition, certification as a School Psychologist by the Tennessee Department of Education or National Association School Psychologists is desirable.
- Two years of supervisory and clinical experience at the Psychologist level.
- Excellent communication skills at the student, school, district and parent levels.
- Skill in handling multiple priorities, high energy and motivation.
- Experience working with programs and services designed to support the educational process.
- Works collaboratively with a team and with department staff.
- Understands systems approach to addressing barriers to learning.

Position Description
Memphis City Schools

Position:	K-12 Guidance Coordinator
Department:	Student Support
Division:	Health and Social Support
Reports to:	Director Health and Social Support

Job Goal:

To provide the leadership necessary to (1) enable school counselors to work as leaders and team members; (2) to create a comprehensive, integrated support system for all students.

General Summary:

The guidance coordinator builds an infrastructure to provide a support system for counselors to serve as chief advocate for children and a catalyst in creating a facilitative, caring and supportive school environment. Broad categories of services provided include: (1) Professional Development and Capacity Building for Counselor Leadership (2) Internal and External Linkages to Build Counselor Capacity to Meet District Goals, and (3) Coordination of Counselor Accountability Measures. Encompassed in these broad categories are support for new counselors, facilitation of human and material resources, and providing service, consultation and problem solving on counseling issues.

Performance Responsibilities:

- provides orientation and builds an infrastructure to ensure information and ongoing support for new counselors
- plans, implements, and evaluates ongoing professional development to build counselors' informational and leadership capacity and link the work of the district to the counselor's role
- facilitates the access of human and material resources to support the work of counselors
- provides ongoing consultation, interpretation, support, and serves as a resource in problem solving for school counselors
- facilitates the development of documents as needed to refocus counselor roles and provide new accountability measures
- establishes and maintains a collaborative working relationship with Area Facilitators, Social Work Supervisors, and other key leaders to support counselor involvement and leadership roles in the School Coordinating Team
- serves as a liaison and facilitator between counselors and representatives of internal programs (ex. Reaching Higher, Urban Systemic Initiative, Equity 2000)
- provides consultation, expertise, and support when questions of counselor competence and responsibilities arise
- works collaboratively with principals to provide service, consultation, and problem solving regarding counseling issues which arise at the school level

- serves on committees and work groups which facilitate district work
- establishes and maintains communication and serves as a liaison with various institutions and external agencies (ex. Girls' Club, Rotary Prep School Program, Coats for Kids, ASVAB, Memphis Partners, College Board, universities)
- establishes linkages with national and state counseling organizations to keep counselors apprised of national trends, resources, opportunities and best practices
- develops district-wide strategies for counselors to employee in reaching district goals
- establishes a protocol and collects data that reflects counselor progress in assessing the status of seniors in regard to meeting graduation requirements
- establishes a protocol and collects data that reflects counselor progress in assessing students' status in completion of the 4+ Career Plan
- collects data that reflects system-wide scholarship information

Span of Responsibility:

244 counselors in 166 schools

Qualifications and Training:

- Master's Degree in Guidance and Counseling
- Endorsement in Administration/Supervision
- Experience as a School Counselor
- Ability to establish and maintain collaborative working relationships
- Strong verbal, writing, and leadership skills

Approval: Barbara E. Jones 1/6/00

Barbara Jones, Associate Superintendent
Student Support

Approval: Jeane P. Chapman 12-7-99

Jeane Chapman, Director
Health and Social Support

Incumbent: ____________________

K-12 Guidance Coordinator

Memphis City Schools
Standards for the Learner Support Component

A *Learner Support Component* is an essential pillar of comprehensive school design. This component is intended to provide a comprehensive, multifaceted, and integrated continuum of support programs and services at every school to enable all students to benefit from instruction and achieve high and challenging academic standards.

Standards for an effective Learner Support Component in the Memphis City Schools require that such a component:

- **Utilizes a range of research-based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development,**

  A full continuum of programs and services ranges from prevention and early-age intervention, through responding to problems soon after onset, to partnerships with the home and other agencies in meeting the special needs of those with severe and chronic problems. Included are programs designed to promote and maintain safety, programs to promote and maintain physical and mental health, school readiness and early school–adjustment services, expansion of social and academic supports, interventions prior to referral for special services, and provisions to meet specialty needs.

- **Is developed, coordinated, and fully integrated with all facets of each school's comprehensive school improvement plan,**

  Programs and services are evolved within a framework of five areas of activity that reflect basic functions schools must carry out in addressing barriers to student learning and promoting healthy development. The areas are: (1) enhancing classroom supports for learning, (2) health and social services, (3) family support and home involvement, (4) community outreach, and (5) extended learning. A school-based lead staff member team guide development of these areas at each school and ensure that all activities are implemented in an interdisciplinary well coordinated manner which ensures full integration into the instructional and management plan.

- **Draws on all relevant resources within the Learner Support Area and community, district wide, to ensure sufficient resources are mobilized for capacity building, meeting implementation needs, filling gaps, and enhancing an essential core of programs and services to enable student learning, well-being and to strengthen families and neighborhoods,**

  Necessary resources must be generated by redeploying current allocations and building collaborations that weave together, in common purpose, families of schools, centralized district assets, and various community entities.

- **Promotes the use of the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity,**

  Learner support activity should be applied in all instances where there is need and should be implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

- **Undergoes evaluation to determine its impact on enabling factors, as well as increased student achievement.**

  Accountability focuses on the progress of students at a school site. It is measured in terms of the direct enabling outcomes each program and service is designed to accomplish and by the enhanced academic achievement of students.

Standards and Quality Indicators for the *Learner Support Component*

As an essential pillar of a comprehensive school design, the Learner Support Component in the Memphis City Schools is intended to enable all students to benefit from instruction and achieve high and challenging academic standards. This is accomplished by providing a comprehensive, multifaceted, and integrated continuum of support programs and services in each school. The district is committed to supporting and guiding capacity building to develop and sustain such a comprehensive approach in keeping with the standards set forth here.

All personnel within the district and other stakeholders will use the standards to guide implementation of a Learner Support Component as an essential pillar of school improvement efforts. In particular, the standards should guide decisions about direction and priorities for redesigning the infrastructure, resource allocation, redefining personnel roles and functions, stakeholder development, and specifying accountability indicators and criteria.

The following are quality indicators related to each standard to measure total effect of the component.

Standard

The Learner Support Component encompasses utilizing a range of research based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development.

Quality indicators:

- All programs and services implemented are based on state of the art best practices for addressing barriers to learning and promoting positive development.
- The continuum of programs and services ranges from prevention and early-age intervention, through responding to problems soon after onset, to partnerships with the home and other agencies in meeting the special needs of those with severe and chronic problems.
- Routine procedures are in place to review the progress of the component's development and the fidelity of its implementation.

Standard

The Learner Support Component is developed, coordinated, and fully integrated with all other facets of each school's comprehensive school improvement plan.

Quality indicators:

- All programs/services are established with a framework of five areas of activity that reflect basic functions a school must have in place for addressing barriers to learning and promoting healthy development. The areas are: (a) enhancing classroom supports for learning, (b) health and social services, (c) family support and home involvement, (d) community outreach, and (e) extended learning.

- At the school level, a Learner Support Coordinating Team will be led by the guidance counselor. This group will become part of the school's infrastructure and are responsible for daily guidance and coordination of (a) capacity building, (b) development, implementation, and evaluation of activity, and (c) full integration with all facets of the instructional and governance/management components.

- Routine procedures are in place to ensure all activities are implemented in a manner that coordinates them with each other and integrates them fully into the instructional and governance/management components.

- Ongoing professional development is (a) provided for all personnel implementing any aspect of the Learner Support Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards.

Standard

The Learner Support Component draws on all relevant entities in a family of schools, district-wide, and the surrounding community to ensure sufficient resources are mobilized for capacity building, implementation, filling gaps, and enhancing essential programs and services to enable student learning and well being and strengthen families and neighborhoods.

Quality indicators:

- Each school has mapped and analyzed the resources it allocates for Learner Support activity and routinely updates its mapping and analysis.

- All school resources for learner supports are allocated and redeployed based on careful analysis of cost-effectiveness.

- Collaborative arrangements for each family of schools are in place to (a) enhance effectiveness of learner supports and (b) achieve economies of scale.

- Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of learner support programs and services at school sites and by families of schools.

- Collaborative arrangements are in place with a variety of community entities to (a) fill gaps in the Learner Support Component, (b) enhance effectiveness, and (c) achieve economies of scale.

Standard

Learner supports are applied using the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity.

Quality indicators:

- Procedures are in routine use of gathering and reviewing information on the need for specific types of learner support activities and for establishing priorities for developing/implementing such activity.

- Learner support is offered in all instances where there is identified need and is implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

- Procedures are in routine use for gathering and reviewing data on how well needs are met; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

Standard The Learner Support Component is evaluated with respect to its impact on enabling factors, as well as increased student achievement.

Quality indicators:

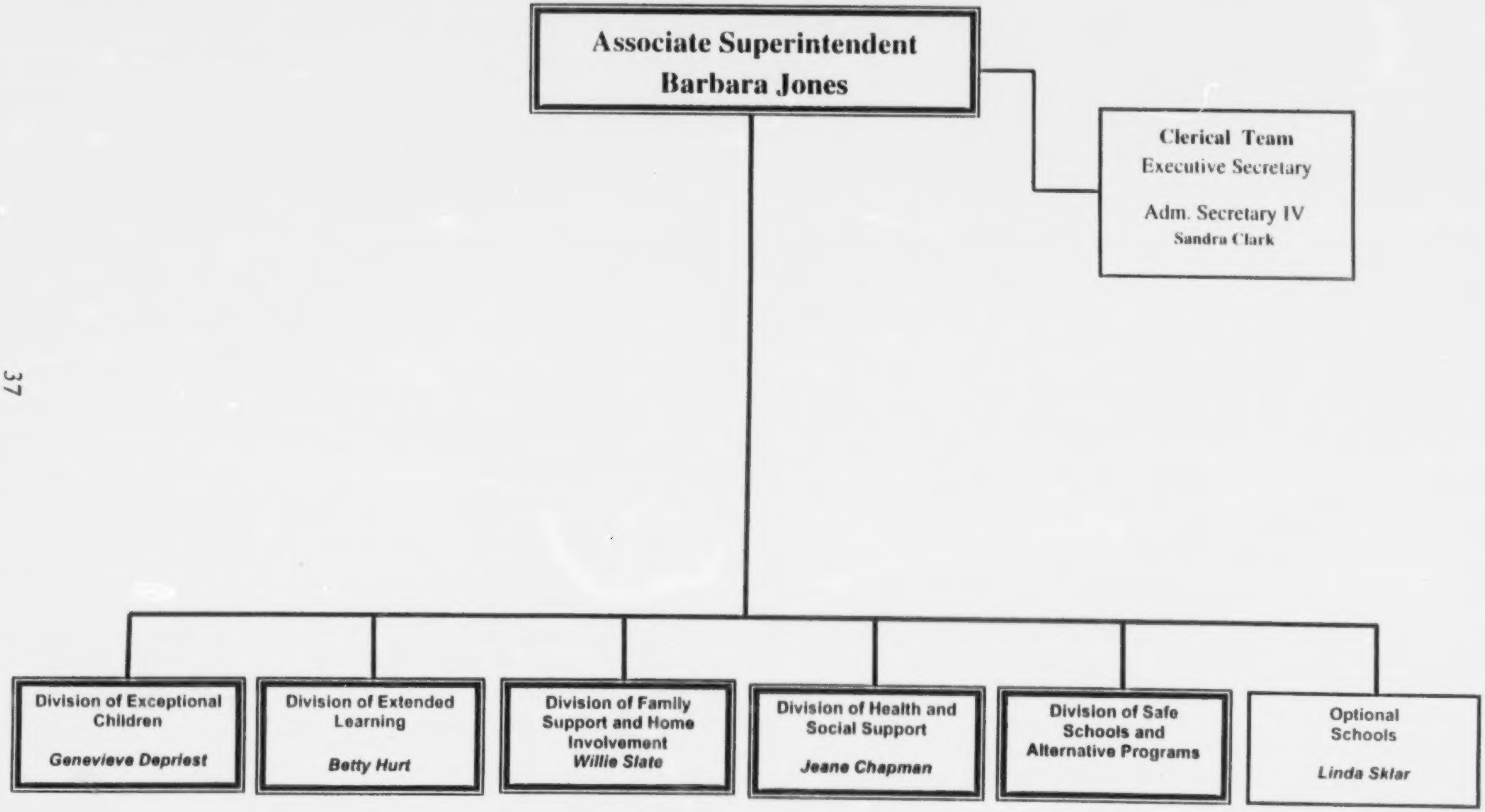
- Accountability for the learner support activity focuses on the progress of students at a school site with respect to both the direct enabling outcomes a program/service is designed to accomplish and academic achievement.

- Data on academic achievement is disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness and severity of identified problems).

- All data gathered on learner support activity are reviewed as a basis for decisions about how to enhance and renew the Learner Support Component.

Meeting these standards is a shared responsibility. District and school leaders, staff, and all other concerned stakeholders work together to identify learner support needs and how best to meet them. The district and schools provide necessary resources, implement policies and practices to encourage and support appropriate interventions, and continuously evaluate the quality and impact of the Learner Support Component.

Department of Student Support



Associate Superintendent
Barbara Jones

Clerical Team
Executive Secretary

Adm. Secretary IV
Sandra Clark

Division of Exceptional Children
Genevieve Depriest

Division of Extended Learning
Betty Hurt

Division of Family Support and Home Involvement
Willie Slate

Division of Health and Social Support
Jeane Chapman

Division of Safe Schools and Alternative Programs

Optional Schools
Linda Sklar

January 21, 2000

DEPARTMENT OF STUDENT SUPPORT

Division of Health and Social Support
Jeane Chapman

- Full Service Centers
- Guidance Services
- Comprehensive School Health Program
- Screening & Assessment
- Treatment
- Learner Support Area – School Coordinating Team

Division of Exceptional Children
Genevieve Depriest

- Special Schools/ Centers
- Student Information System
- Compliance
- Homebound
- Extended School Year
- Placement and Assignment
- Special Discipline Requirements

Division of Family Support and Home Involvement
Willie Slate

- Family Resource Center
- School Readiness
- Adult Education and Family Literacy
- Homeless Children and Youth
- Mentoring
- Family School Connection

Division of Safe Schools and Alternative Programs

- Safe Schools Initiatives
- Crisis Management
- Alternative Programs
- Pupil Services
- Prevention
- Intervention

Division of Extended Learning
Betty Hurt

- Before, After School
- Transitions & Out of School Experience
- Summer School
- Textbooks, Library Services
- Community Learning Centers
- AVID
- Supplemental Courses

Office of Optional Schools
Linda Sklar

- Choice Options
- Enrollments/Transfers
- Supplementary Resources

42

DETROIT PUBLIC SCHOOLS

A Framework for Change: The Resource Coordinating Team

(An Integrated Learner Support System)

Executive Summary

Andrea W. Bronson
Assistant Superintendent
Department of Student Support Services

EXECUTIVE SUMMARY

If school reforms are to ensure that all students succeed, such reform must be designed to guarantee what the word all implies. All includes students who are motivationally ready for learning as well as those who are experiencing external and internal barriers that interfere with their ability to benefit from high standards and improved instruction. Failure to address the barriers to learning in a comprehensive way accounts for most learning, behavioral, health, and emotional problems seen in our schools today.

School reform initiatives have typically focused on managerial or governance constructs, instructional strategies, or community engagement efforts. While these areas are important to school transformation they do not address the specific needs of students and those obstacles or barriers to their success. The missing link in educational reform is the establishment of a supportive, student-centered learning environment where professional school and community resources are identified and linked to address the barriers to learning that confront urban students.

A shared belief that the school and the school system must be learner-centered requires a strong commitment to a rigorous institutional self-examination in order to provide students with the organizational structure, educational curriculum and the support mechanisms needed to become life long learners and contributing citizens. This belief must be firmly in place as the foundation for creating effective site-based managed, rejuvenated, restructured and empowered schools.

In the Detroit Public Schools, we are seeking to build such site based managed schools that are caring learner-centered communities where all key stakeholders participate constructively in the major decisions that affect the school and the learners of that school. These constructivist learner environments must be based upon the sound foundation of effective research and experiential practice. With this in mind, our district examined and considered the Comer school development model, the existing special education intervention assistance team structure as well as the work of Howard Adelman and others in utilizing an approach that coordinates community resources. These initiatives significantly influenced and guided our efforts, which materialized into an integrated learner support system.

This integrated organizational structure for our schools consists of three components: a learning or instructional component, a governance management component and an enabling component, the Resource Coordinating Team, which seeks to enhance and augment all school transformation efforts.

The RCT strengthens the framework for school effectiveness and companions with a strong curriculum and clear vision for school-based management. The **Resource Coordinating Team (RCT)** is a school-based coordinated home/school/community resource collaborative whose purpose is to understand the problems or barriers to learning and to correct or prevent their manifestations. The RCT is a problem-solving team that will work closely with parents, students and community to promote a school environment which is learner-centered and which results in the social, cognitive, emotional and health conscious development of the learner by:

1. identifying, coordinating and integrating the internal and external services and programs that address the underlying barriers to the teaching and learning process and to facilitate their understanding, prevention and correction
2. structuring individual and school-based intervention plans that respond to the needs of staff, students and their families
3. securing the proactive involvement of parents and community and providing timely responses to student needs, and
4. creating opportunities for open dialogue and discussion regarding school concerns, issues and development

The composition of the Resource Coordinating Team includes representatives of all staff members who have a defined responsibility to lead or support a school's instructional efforts. Participants who may generally be included as members of the RCT are administrators, school social workers, school psychologists, guidance counselors, nurses and/or other health related specialists, attendance officers, teacher consultants, teachers of the speech and language impaired, regular and special education teachers, curriculum specialists, bilingual specialists and community agency representatives. This list is not all inclusive and may be augmented by other service providers as the need warrants.

The scope and focus of the Resource Coordinating Team* is inclusive and broadbased as it addresses the following programmatic areas supporting the school development process:

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*Adapted from Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice, c1997 Adelman, Howard and Linda Taylor. School Mental Health Project: UCLA Department of Psychology

- *student and family assistance* — Such assistance extends beyond the traditional support services by expanding the supportive family network, resolving possible explosive situations before they erupt and by providing consultation services to families and students from within the system or through community agencies and organizations.

- *support for transitions* — Support will be provided by assisting the learner in making adjustments such as the promotion to ninth grade; move to or from special education; school-to-school and grade-to-grade transfers; prevention and intervention programs; and achievement and recognition programs.

- *community outreach* — Efforts have been initiated to embrace community and service organizations, public and private agencies, business and professional organizations, the faith community, colleges and universities, professional foundations, and individual school volunteers in addressing school needs and concerns. Among the agencies working with the teams to address students' needs are Wayne County's Family Independence Agency (the County's social services agency), Department of Community Justice, Human Services Coordinating Body, Children's Center, and Third Judicial Circuit Court. Also involved are the City of Detroit's Office of Children's Ombudsman, Police Department, and Health Department; Blue Cross/Blue Shield of Michigan; the Detroit Federation of Teachers; and the Organization of School Administrators and Supervisors.

- *home involvement* — Parental support is critical in the educational process. Such involvement embraces the parent as a learner and addresses parent or caregiver learning needs, i.e., obtaining a GED, participation in English classes as a second language, mutual support groups, parenting classes and helping parents become effective at home teachers.

- *crisis prevention and intervention* — Such attention facilitates immediate emergency care when there is a crisis as well as the appropriate follow-up care provided to a student, groups of students, families and community members as necessary.

- *classroom focused enabling* — This support to classroom teachers will personalize the teaching learning process and build professional relationships that enhance teacher effectiveness in working with a range of learner abilities, instructional strategies and needs.

The Resource Coordinating (RCT) is a critical operational component that strengthens the framework for school effectiveness. Its mission is to enhance academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive, and emotional development of all children and youth.

The Intervention Assistance Process will be used by the RCT as a systematic way of defining individual action plans for learners who have failed to achieve promotional standards. The process is designed to provide the classroom teacher with early assistance strategies that aim at helping the learner experience success in the regular education classroom. The results of individual action planning and implementation may assist in avoiding unnecessary labeling of a disability. In the event that special education and/or Section 504 accommodations are needed, the individual action plan forms the basis for establishing the need for evaluation.

The RCT is a results driven concept and process with success of the initiative based upon improvement in the following areas:

- student outcomes — attendance, achievement, reduced violence;
- staff performance — increased collaboration and integration of learner-centered resources and strategies;
- school development — aligning and developing systematic practices and policies that address learning needs of all learners;
- parent/home/community engagement — reciprocal sharing of resources such as extended educational experiences for parents, partnerships and parent centers.

The research emphasizes that RCTS on a large scale only happen through the establishment and maintenance of structures and operational mechanisms that are designed to enhance collaboration, provide appropriate levels of staffing and allocate the time necessary for intervention. Further, staff training, monitoring and evaluation will be critical to support the personnel and professional adjustment required when rethinking the roles, responsibilities and relationships of all service providers.

The Resource Coordinating Team supports the belief that all children can learn at the highest level of performance without consideration to their circumstance or level of functioning, gender or family circumstance, heritage or physical capabilities. The RCT serves to link the district's efforts to a shared vision. The approaches to the RCT seek to establish systemic change by building relationships within schools, among schools and between schools and communities. This collaborative mechanism for the coordination and integration of resources can influence institutional change so that policies and practices become and remain learner-centered.

The important work of improving our schools is a challenging undertaking which will require the integrated and collaborative efforts of all of our key school community stakeholders to ensure success. Parents, teachers, administrators, school support staff, business partners, professional foundations, service and faith organizations, as well as many others critical to school development. This work will require a shared, collective belief that the school and the school system must be learner-centered and must place the welfare of its learners as its principal responsibility. Further, this work will require the commitment and support of central administration, as well as, the resources and personnel required for the effective delivery of services.

Research indicates that despite the influx of educational reforms, despite the appearance of multiple, best and promising practices, and, even despite the common assertions that "all children can learn", much remains the same. However, in each of these hallmarks, though well intentioned and focused upon educational reform, it is clear that change will not occur and be sustained until we address the barriers to learning. When we have done this, we will have put forth the greatest effort to prepare our children for the world of their futures, creating the conditions for each child to succeed at high levels in an ever changing, demanding and challenging environment.

RESOURCE COORDINATING TEAMS

MISSION

The Resource Coordinating Team (RCT) enhances academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive and emotional development of all children and youth.

DEFINITION

The Resource Coordinating Team is a school-based problem solving group that works collaboratively with parents, staff and community in addressing individual and school-wide issues.

FUNCTIONS

The function of the Resource Coordinating Team is to:

- coordinate and integrate services and programs that address the underlying problems and barriers to learning and facilitate their understanding, prevention and correction
- assist in structuring individual and school-based intervention plans that respond to the needs of the students, staff and families
- advocate proactive involvement and timely responses to staff, students, parents/families, community and others
- promote a learner centered school environment that personalizes the learning and teaching process

COMPOSITION OF THE TEAM

The Resource Coordinating Team's membership will include representatives of all staff members who have a defined responsibility to lead or support a school's instructional efforts. These team members are listed as follows and may be augmented by other service providers as needs warrant.

Administrator(s)
School social worker
School psychologist
Guidance counselors
Nurses and other health related specialists
Attendance officers
Teacher consultants
Teacher of the speech and language impaired
Regular and special education teacher
Curriculum specialist
Bilingual specialist
Community agency representatives

SUPPORT FOR TRANSITIONS

RCTs play a key role in ensuring that stability and security exist during the points of transition for both the student and the family by creating a nonthreatening, welcoming school environment.

COMMUNITY OUTREACH

RCTs aggressively seek partnerships with community and service organizations, public and private agencies, business and professional organizations, the faith community, universities and volunteers that support student growth and school development.

CLASSROOM FOCUSED ENABLING

Programs to enhance classroom based efforts which address barriers to learning.

Please join us by being part of our educational village as we seek to make a measurable difference in the lives of our children.

for more information
CONTACT

DETROIT PUBLIC SCHOOLS
OFFICE OF SCHOOL SOCIAL WORK SERVICES
313-866-0483

DETROIT PUBLIC SCHOOLS

A FRAMEWORK FOR CHANGE

Resource Coordinating Team

An Integrated Learner Support System

Juanita Clay Chambers, Ed.D.
ASSOCIATE SUPERINTENDENT
DIVISION OF EDUCATIONAL SERVICES

Many of the contributing factors that limit a child's academic achievement are outside of the classroom. Family instability, health and nutritional problems, emotional well-being, and numerous other conditions play a role in determining whether or not a child is equipped to learn.

For true reform standards to take place in urban schools, educators must tackle more than curriculum and testing issues. They must take a holistic approach that attempts to remove all barriers to student success. Such an approach requires that educators possess a compassionate concern for their students total welfare.

In the Detroit Public Schools we have recognized needs and have established the Resource Coordinating Team (RCT) as an innovative support system to address the hurdles that can negatively impact a child's development.

WHAT IS THE RESOURCE COORDINATING TEAM (RCT)?

It is an integrated learner support system that acts as a problem-solving team to promote the healthy development of the whole child.

THE GOAL OF THE RESOURCE COORDINATING TEAM IS TO STRENGTHEN A SCHOOL'S EFFECTIVENESS BY . . .

- Addressing the quality of life issues that impact a child's emotional, social and intellectual development from both a prevention and intervention perspective.
- Linking with community agencies that can provide needed services for children and their families.
- Structuring individual student and school-based intervention plans that respond to both student and school community needs supporting systems and strategies which enable teachers to teach more effectively and students to reach rigorous academic support standards.

Resource Coordinating Teams take a village approach to educating our children by invoking the participation of various members of the school staff and community to ensure that each child receives the assistance he or she needs to reach their greatest potential.

RESOURCE COORDINATING TEAM PARTNERS

- Principals
- Teachers
- Special Education Teachers / Teacher Consultants
- Teachers of the Speech and Language Impaired (TSLI)
- School Nurses and Health Professionals
- School Social Workers
- Psychologists
- Guidance Counselors
- Community Agency Representatives
- Bilingual Specialists
- Hearing and Vision Consultants
- Curriculum Specialists
- Attendance Agents

These professionals work as a team to support student achievement and total school development through the following six support areas:

CRISIS PREVENTION AND INTERVENTION

RCTs facilitate immediate emergency care when there is a crisis as well as the appropriate follow-up care to students, families and community members.

HOME INVOLVEMENT IN SCHOOLING

RCTs help parents become effective at-home teachers, and assist them in supporting their child's overall educational experience.

STUDENT AND FAMILY ASSISTANCE

Resource Coordinating Teams (RCTs) provide consultation services to families and students from within the school system or through community agencies.

Detroit Public Schools

A Framework For Change
Resource Coordinating Team

In 1998 the Detroit Public Schools embraced the concept of Resource Coordinating Teams as a critical operational component that strengthens the framework for school effectiveness. The mission of the Detroit Public Schools resource coordinating team is to enhance academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive and emotional development of all children and youth. In Detroit Public Schools, we are seeking to build site based managed schools that are caring learner-centered communities. Harriet Kirk, Director of School Social Worker Services for Detroit Public Schools coordinated the initial Steering Team composed of the following: School Psychology, School Social Work, Guidance and Counseling, Attendance, Office of Specialize Services, Comer Project and Alternative Schools. Representatives from each discipline met to research, devise and develop the operational plan. Once the plan had been written the sub-committee met with DPS professional development staff to brainstorm in order to develop an outline, timeline and training model for the following activities:

- Awareness Training for Board Members, Administration, and Support Staff
- Staff Develop for Facilitators/ Trainers of the RCT process
- Staff Development for all Detroit Public School Teams
- RCT Facilitator Training Materials

The Training modular consisted of a three-day agenda of activities:

Day One
- Welcome and introductions
- Overview of Seminar
- The Resource Coordinating Team
- Team Identity
- Group Activity
- Concepts and Benefits of Teams
- Different Ways of Talking
- Walkabout Review
- Reading Assignment: Characteristics of Effective Teams

Day Two
- Review
- How Effective Teams Operate
- The Seven Norms of Collaborative Group Work
- Collaborative Decision Making: Consensus
- Problem Solving
- Reflections

Day Three

- Review
- Intervention Assistance Planning
- Problem Solving Revisited
- Group Activity
- Implementation Plan Development
- Evaluation

After the training of two hundred and sixth three schools (263), the Office Of Student Support Services implemented the second phase of the reform initiative, which involved the assignment of RCT Constellation Coordinators. The State and City government took over the Detroit Public Schools and many reform efforts have taken on a different look.

The RCT Coordinators are still giving support to school teams. Ninety (90%) of DPS schools have functioning RCT teams in spite of the changes because the team approach in developing intervention strategies for children and their families works. We are very proud of our work with this reform initiative because collaboration of support services makes a difference in helping students to improve academically.

Los Angeles Unified School District

Student Health and Human Services

July. 1997

LEARNING SUPPORTS

The Los Angeles Unified School District is committed to reducing barriers that prevent students from learning and achieving in school. The Division of Student Health and Human Services is a partner with parents, schools, and communities working to coordinate important resources and services that help all students to succeed in school.

In March of 1996, the Board of Education received federal approval for a waiver (Title XI, section (b) of the Elementary and Secondary Education Act). This approval permits the District to use funds to implement *learning support programs*. These funds will be used to bring about the changes identified in the LEARN Social Services Task Force Strategic Plan for the Restructuring of Student Health and Human Services. The LEARN Plan for Restructuring of Student Health and Human Services has two major goals that support student achievement and success:

- to increase the organization, effectiveness, and efficiency of the District to provide learning supports to students and their families

- to increase partnerships with parents, schools, community-based organizations, city, and county efforts that support improved health and education outcomes for youth

In order to accomplish these goals, ***organization facilitators*** will assist high school complexes to better coordinate resources and services. Working with **resource coordinating councils** and school-site **resource coordinating teams**, organization facilitators help all stakeholders to identify and clarify the needs of greatest priority for their students and families within the high school complex.

Health and human service providers from the District and the community, teachers, parents, administrators and others will be supported by the organization facilitators to develop action steps and new service delivery patterns which better respond to the needs of students and families. These activities will help coordinate existing programs and organize existing resources into learning supports that improve student attendance, student participation in school, and student achievement.

Family Resource Centers in high school complexes will become a place in the K-12 community of schools where both new and existing services may operate and programs may be organized to serve families in parent centers, school sites, and centers within the complex.

For more information contact:
Sally Coughlin. Assistant Superintendent
John Di Cecco. LCSW. Restructuring Coordinator
at (213) 633-3300
-or-
the organization facilitator in your cluster.

MISSION STATEMENT

Division of Student Health and Human Services

The District will increase student achievement by reducing barriers to learning through integrated LEARNING SUPPORT including:

- the provision of direct services in collaboration with colleagues, parents, teachers, and administrators in the systematic development of learning support programs with strategic focus on early intervention
- collaboration and linkage with other community and professional providers who serve the same students and families

An Example of One School District's Efforts to Establish a Comprehensive, Integrated Approach to Addressing Barriers to Learning: Policies and Practices that Stimulate Systemic Reforms

Participants shared a number of examples of efforts to move toward a comprehensive, integrated approach for addressing barriers to learning and enhancing healthy development. A district-wide restructuring effort was reported by Sally Coughlin, the Assistant Superintendent for Student Health and Human Services in the Los Angeles Unified School District. Extrapolating from various accounts of the model, the following general points are worth underscoring here.

Readiness for Reform

Widespread concern throughout the district regarding high dropout rates and low test scores had generated great pressure for reform.

Catalysts for Change

A variety of business and community leaders convinced the board of education and the district's administration to develop a major restructuring initiative.

District-wide reform task forces were created and developed a blueprint for restructuring. The focus of one of the task forces was on integrated health and social services. It developed guidelines reflecting a school-linked services model (reaching out to community agencies to foster collaboration and ties with schools).

Simultaneously, a blue ribbon commission set out to make recommendations specifically for restructuring of the district's many education support programs The work of the commission was informed by two major projects: (a) a federally funded program focused on systemic changes at school sites necessary for addressing barriers to student learning effectively and (b) a "break the mold" model being developed as part of the national initiative funded by the New American Schools Development Corporation (NASDC).

Agreements about Directions for Reform

A group of influential reform leaders met with the district superintendent to advocate for accelerated restructuring of the district's activity related to addressing barriers to learning. The superintendent agreed to move rapidly toward a more comprehensive, integrated approach, and to this end, he agreed to appoint an assistant superintendent whose charge would be to lead the reform effort.

Mechanisms to Plan Reforms

An expanded "implementation" task force of community and school personnel took the previous task force's guidelines and evolved them into a strategic plan for system-wide restructuring. This plan was taken to the board of education for ratification. Task force workgroups were created to focus on implementation needs.

Product

The strategic plan for system-wide restructuring built on promising practices for reducing fragmentation that used mechanisms for mapping, analyzing, redeploying, and enhancing resources at school sites (e.g., resource coordinating *teams*) and for complexes of schools (e.g., resource coordinating *councils*). The plan also outlined a comprehensive, integrated approach for school sites that focused on programs for

- enhancing classroom support by increasing teacher effectiveness for preventing and handling problems in the classroom
- crisis and emergency prevention and assistance
- student transiency and transition from one grade level or program to another
- student and family assistance through direct services or referrals in areas of health, social services, and special education
- home involvement in schooling
- volunteer and community outreach to attract more resources when needed and possible

It should be emphasized that this was a centrally-developed plan. As such, it had no guarantees of adoption/adaptation by individual schools and complexes of schools.

Mechanism to Facilitate Changes

To facilitate the process of restructuring, the strategic plan called for developing a cadre of change agents called Organization Facilitators. Initially, these change agent positions were supported through a combination of general funds and some special project resources. Because the role fit criteria established in Title XI of the Improving Americas Schools Act,* the district subsequently used this avenue to fund enough Organization Facilitator to cover all 27 of its school complexes -- a complex consists of a high school and its feeder schools. (In addition to redeploying federal support through Title XI to underwrite the work of the Organization Facilitators, federal project money was used to pilot test major facets of the systemic changes. State and county initiatives related to mental health, public and private community-school collaborations, regionalization of service areas, and cross-training also have been incorporated into the restructuring effort. With regard to the private sector, the model development of the NASDC funded project has been used to enhance thinking about direction and as a demonstration and training aid.)

Work groups generated from the implementation task force were formed to develop specific plans related to such matters as capacity building (for Organization Facilitators, pupil service personnel, other administrative leaders, other line staff) and evaluation.

A"kitchen cabinet" consisting of community experts and district pupil personnel staff was established as an advisory group for the assistant superintendent.

Unit heads for all pupil personnel services met regularly regarding ongoing activity and to discuss reforms.

A new committee of the board of education was established to focus specifically on Student Health and Human Services.

These mechanisms enabled the process of change to begin and can be used for modifications in policy and practice as needed. It is uncertain, however, that they are sufficient to the task of influencing in depth changes at school sites given that control in the district is being decentralized.

Enhancing Coordination/Integration through Redeployment and Acquisition of Additional Resources

Where Resource Coordinating Councils (for complexes of schools) and Resource Coordinating Teams (at specific school sites) have been successfully established, the tasks of mapping, analyzing, and redeploying resources are underway. Development of a comprehensive, integrated programmatic approach for school sites is seen as a next phase of reform.

Next Steps

For restructuring to be successful, the next steps require extensive restructuring of school sites and related changes among school complexes to help them develop a comprehensive, integrated component to address barriers to learning. This probably will require additional policy action by the board of education and greater integration with instructional and management reforms. It also will require the effective use of Organization Facilitators to help develop infrastructure for the reforms at each school site -- including identification of administrative leads for this component at each school site and leadership training for them.

*Title XI of the Improving Americas Schools Act is designed to foster coordinated services to address problems that children face outside the classroom that affect their performance in schools. Under this provision, school districts, schools, and consortia of schools may use up to 5 percent of the funds they receive under the Elementary and Secondary Education Act (ESEA) to develop, implement, or expand efforts to coordinate services. The intent is to improve access to social, health, and education programs and services to enable children to achieve in school and to involve parents more fully in their children's education. Among the barriers cited in the legislation as impeding learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, lack of child care, unemployment, and substance abuse. Interested applicants should contact the office of the Assistant Secretary for Elementary and Secondary Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-0131 -- phone (201) 401-1576.

Policy Resolution Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998

Whereas, in its "Call to Action", the Los Angeles Unified School District has made clear its intent to create a learning environment in which all students succeed;

Whereas, new governance structures, higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement;

Whereas, a high proportion of students are unable to fully benefit from such reforms because of learning barriers related to community violence, domestic problems, racial tension, poor health, substance abuse, and urban poverty;

Whereas, teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in mild-to-moderate learning and behavior problems;

Whereas, many of these youngsters end up referred for special services and often are placed in special education;

Whereas, both the Los Angeles Unified School District and various community agencies devote resources to addressing learning barriers and initial processes have been implemented to reform and restructure use of their respective resources - including exploring strategies to weave District and community efforts together -- in ways that can overcome key barriers to student achievement;

Whereas, a comprehensive, integrated partnership between all District support resources and community resources will provide the LEARNING SUPPORT necessary to effectively break down the barriers to student achievement; now, therefore, be it

Resolved, that the Board of Education should adopt the following recommendations made by the Standing Committee on Student Health and Human Services:

1. The Board should resolve that a component to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's education reforms in classrooms, schools, complexes/clusters, and at the central office level.

2. In keeping with the California Department of Education's adoption of the unifying concept of **Learning Support**, the Board should adopt this term to encompasses efforts related to its component for addressing barriers to student learning and enhancing healthy development.

(cont.)

3. In adopting the concept of **Learning Support**, the Board should adopt the seven area framework currently used by the Division of Student Health and Human Services to guide coordination and integration of existing programs and activities related to school, home, and community.

4. The Board should direct the Superintendent to convene a working group to develop a plan that promotes coordination and integration of the **Learning Support** component with instruction and management reform efforts at every school site. This plan would also clarify ways for complex/cluster and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The plan would also focus on ways to further promote collaboration with communities at the classroom, school, conplex/cluster, and central office levels. Such a plan should be ready for implementation by Spring 1998.

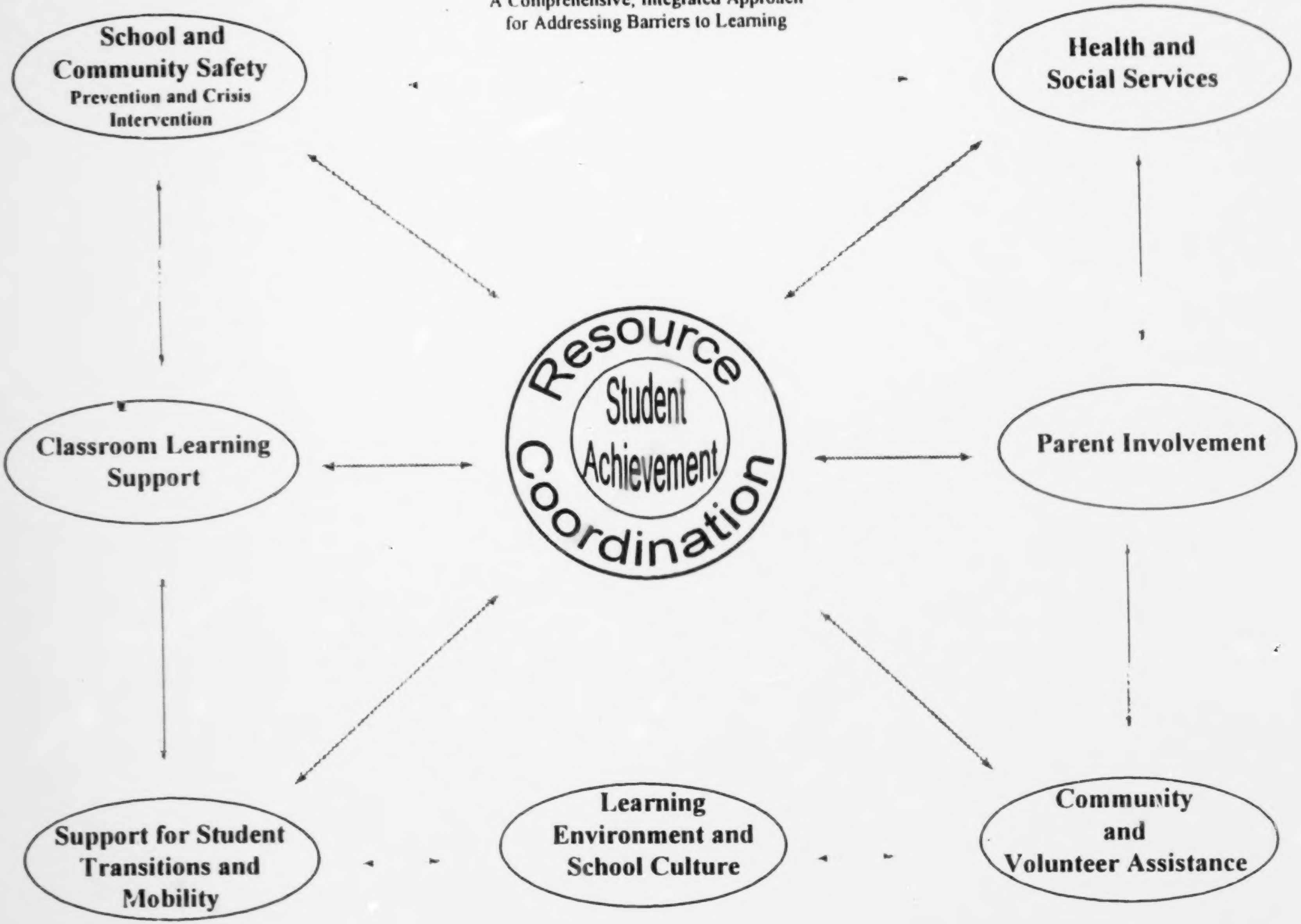
5. To counter fragmentation stemming from the way programs are organized and administered at the central office, the Board should restructure the administrative organization so that all programs and activity related to the Learning Support including Special Education are under the leadership of one administrator. Such an administrator would be charged with implementing the strategic plan developed in response to recommendation #4.

6. The Board should direct those responsible for professional and other stakeholder development activity throughout the District to incorporate a substantial focus on the **Learning Support** component into all such activity (e.g. all teacher professional education, training activity related to LEARN, the Chanda Smith Special Education Consent Decree, early literacy programs).

7. To facilitate continued progress' related to the restructuring of student health and human services, the Board should encourage all clusters and schools to support the development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams, Such Councils and Teams provide a key mechanism for enhancing the **Learning Support** component by ensuring that resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

Learning Support

A Comprehensive, Integrated Approach
for Addressing Barriers to Learning



School and Community Safety
Prevention and Crisis Intervention

Health and Social Services

Classroom Learning Support

Resource Coordination

Student Achievement

Parent Involvement

Support for Student Transitions and Mobility

Learning Environment and School Culture

Community and Volunteer Assistance

Organization Facilitator

An Organization Facilitator is part of a diffusion project team (see Appendix A). The functions of an Organization Facilitator require an individual whose background and training have prepared her/him to understand

- *systems approaches to addressing barriers to student learning* (In this respect, the individual should have an understanding of concerns encompassed by enabling activity, such as use of school support services and services available through community agencies, referral and case management processes, prereferral intervention strategies, crisis intervention, approaches to providing support structures for newcomers.)
- *how to work with a site's stakeholders as they restructure their programs* (e.g., how to be an effective agent of change).

The position requires a person who

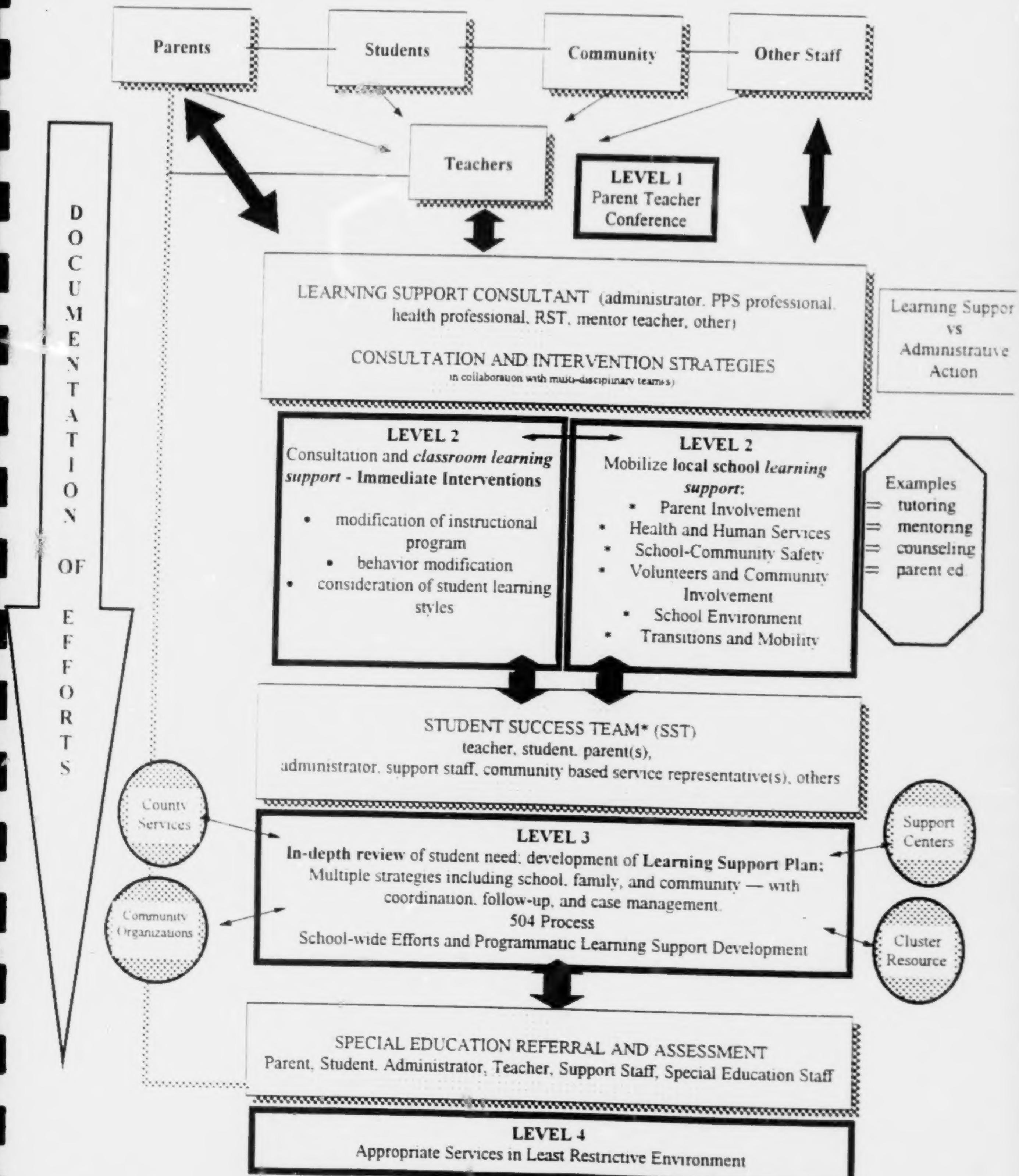
- Has several years experience working with programs and services designed to be supportive of the educational process
- Is highly motivated to learn and then work at a school site to facilitate introduction of a major restructuring of education support programs and services
- Is a high energy worker with good follow-through
- Has strong verbal, writing, and leadership skills
- Can work collaboratively with a team and with supervisors
- Can pursue previously developed plans and can use initiative for planning and implementation when the situation calls for it

After initial information and clear agreements in principle are made, the main work revolves around planning and facilitating:

- Infrastructure development, maintenance, and action
- Stakeholder development (coaching -- with an emphasis on creating readiness both in terms of motivation and skills)
- Communication (visibility), coordination, and integration
- Rapid problem solving
- Ongoing support

Early Intervention and Assistance
School Site Plan

GOAL: Provide a system of organized early intervention and assistance to students evidencing academic, behavioral, or other barriers to learning.



Parents **Students** **Community** **Other Staff**

Teachers

LEVEL 1
Parent Teacher
Conference

DOCUMENTATION OF EFFORTS

LEARNING SUPPORT CONSULTANT (administrator, PPS professional, health professional, RST, mentor teacher, other)

CONSULTATION AND INTERVENTION STRATEGIES
in collaboration with multi-disciplinary teams)

Learning Suppor
vs
Administrative
Action

LEVEL 2
Consultation and ***classroom learning support*** - **Immediate Interventions**

- modification of instructional program
- behavior modification
- consideration of student learning styles

LEVEL 2
Mobilize **local school *learning support*:**

- Parent Involvement
- Health and Human Services
- School-Community Safety
- Volunteers and Community Involvement
- School Environment
- Transitions and Mobility

Examples
⇒ tutoring
⇒ mentoring
⇒ counseling
⇒ parent ed

STUDENT SUCCESS TEAM* (SST)
teacher, student, parent(s),
administrator, support staff, community based service representative(s), others

County Services

Community Organizations

LEVEL 3
In-depth review of student need; development of **Learning Support Plan:**
Multiple strategies including school, family, and community — with coordination, follow-up, and case management.
504 Process
School-wide Efforts and Programmatic Learning Support Development

Support Centers

Cluster Resource

SPECIAL EDUCATION REFERRAL AND ASSESSMENT
Parent, Student, Administrator, Teacher, Support Staff, Special Education Staff

LEVEL 4
Appropriate Services in Least Restrictive Environment

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*combines functions of the Student Study Team and the Resource Coordinating Team

Evaluation of the Student Health and Human Services Restructuring Process

Submitted to:

Student Health & Human Services Division
Los Angeles Unified School District

March 1998

ETI

Evaluation and Training Institute
Los Angeles, California

I. Executive Summary

This report presents an assessment of the restructuring process underway within the Student Health and Human Services Division of the Los Angeles Unified School District. The purpose of the report is to document the factors that explain and contribute to the effective implementation of the Restructuring Plan for Student Health and Human Services at three levels – district, cluster or complex and school.

Overview

In April 1995, the LEARN implementation Task Force on Social Services submitted a plan to the Board of Education to restructure educational support programs and services in the Los Angeles Unified School District. The focus of the plan was to reduce barriers to student learning and performance by addressing the social, medical, and mental health needs of students and their families. To further the restructuring process, LAUSD applied for and received Elementary and Secondary Education Act (ESEA) Title XI waiver funds to hire an Organization Facilitator for each cluster. The Organization Facilitator's role is to provide technical assistance to all high school complexes and to help phase in the Student Health and Human Services component of education reform.

To date, LAUSD is the one of only a few school districts in the country to undergo such a comprehensive restructuring of health and human services. The district is also unique in that it established the Assistant Superintendent for Student Health and Human Services position, and a division dedicated to Student Health and Human Services.

Restructuring at the District Level

At the district level, the Board of Education Standing Committee on Student Health and Human Services provides broad level guidance for ongoing development of the restructuring effort. Committee members have diverse backgrounds and experience and as a result, they bring to the Committee their extensive expertise and viewpoints regarding coordinated health services issues. In particular, committee members represent organizations such as the L.A. County Board of Education, the Los Angeles Unified School District, United Teachers Los Angeles, the L.A. County Medical Association, L.A. County Department of Health Services, United Way, the Commission on Children, Youth and Families and the Children's Planning Council, among others.

In addition, members of the Student Health and Human Services Division staff represent the District at a variety of meetings at the local, county, state, and national levels. For example, Division staff regularly attend meetings of the Children's Planning Council, Healthy Start, the Commission on Children, Youth, and Families and the Organization of Chief State School Officers. The District's presence and participation in these local, state, and national meetings on student health and human services serves to increase the awareness of individuals outside LAUSD to the Student Health and Human Services restructuring process.

Restructuring at the Cluster and School Levels

Currently, there are 27 Organization Facilitators throughout the District, one for each cluster. One of their main objectives as Organization Facilitators is to act as agents of change for the restructuring process at the cluster and school levels. Among their responsibilities is helping establish Resource Coordinating Teams (RCT) at the school level and Resource Coordinating Councils (RCC) at the cluster level.

At the school level, the Resource Coordinating Team is responsible for the planning and implementation of school-based Health and Human Services Programs, including asset mapping and needs assessment for their school community. At the cluster or complex level, the Resource Coordinating Council (RCC) is the decision-making body that implements and evaluates complex-based Health and Human Services programs at all levels, pre-Kindergarten to 12.

Central to the work done by the RCC and RCT is the amount and depth of collaborative efforts among the schools, cluster, district and outside agencies and organizations. To this end, the Organization Facilitators work to establish links among community organizations, district services and schools.

Summary of Findings and Key Recommendations

The following section summarizes the findings and key recommendations of our evaluation of the Student Health and Human Services restructuring process at the district, cluster or complex, and school levels.

District Level Findings

Unanimous adoption of the Learning Support[1] concept by the Board of Education is a significant step toward recognizing the role of coordinated services in improving student achievement. District support of the effort to coordinate services is crucial in order to bring the concept of Learning Support to the forefront of the dialogue regarding student achievement. It is hoped that the Board's unanimous recognition of Learning Support will be followed by a resolution to allocate the resources necessary to implement the Learning Support concept within the clusters and schools. In particular, the Learning Support concept should be included in district-wide staff development as well as regional and school site plans.

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[1] Learning Support is a unifying term that refers to efforts to address barriers to student learning and enhance healthy child development. Learning support uses a seven area framework to guide coordination of programs related to school, home, and community.

The Board of Education's recognition of the Learning Support concept indicates that the District is ready to move beyond the elements outlined in the LEARN social services component and develop a strategic plan to link instruction, management, and health and human service issues District-wide. The concept of a coordinated services restructuring plan was generated by the LEARN reform efforts. By including a social services component in the LEARN plan, District officials acknowledged the conclusions of national research on educational reform and recognized the importance of restructuring and coordinating health and human resources within the District to ensure that all students are able to receive the Learning Support needed to succeed in the classroom. However, at this time, the coordinated services restructuring plan is moving beyond the ideas set forth in the LEARN document. The Board of Education unanimously adopted the concept of Learning Support. This concept seeks to link health and human services issues with efforts to improve instruction and management/governance at all levels of the District. As stated above, we believe this is a positive step toward recognizing the role of coordinated services in improving student achievement.

The Board of Education Standing Committee on Student Health and Human Services serves as a valuable resource to the Board of Education as well as Student Health and Human Service Division staff with regard to coordinated services issues. The Standing Committee on Student Health and Human Services brings in individuals with noted expertise in a variety of health and human service areas and the committee is unique in that it consists of several "outsiders" to LAUSD. This "outside" perspective is invaluable because it encourages Student Health and Human Services staff to critically examine and re-evaluate their efforts to coordinate and restructure services in the District. The committee operates under the leadership of two members of the LAUSD Board of Education and has a diverse membership including: noted academicians, individuals from community organizations, and school district staff, among others.

Involvement in the Los Angeles County Service Plan Areas[2] (SPA's) has brought LAUSD closer to Los Angeles County agencies and has allowed for greater coordination of services. Organization Facilitators in the clusters have become very involved in the SPA's in order to help address service gaps in their geographic areas. In particular, several Organization Facilitators noted that their work with the SPA has helped them develop relationships with key players in the county and establish partnerships between county agencies and the clusters. For example, some Organization Facilitators mentioned that they were able to bring in needed mental health services to the clusters through their work and contact with individuals from the county Mental Health Department.

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[2] The Service Plan Areas (SPA) were adopted by the LA County Board of Supervisors in 1993. Within each of the eight SPA's, the departments of Children and Family Services, Mental Health, Health Services, Public Social Services and Probation work together and with other non-county agencies such as LAUSD to promote and enhance effective coordination and integration of services and programs for children and youth.

"Turf issues" are an impediment to restructuring and coordinating existing services as well as identifying gaps in services. Some individuals at the district, cluster and school levels feel threatened by efforts to collaborate with outside agencies to provide services to students at school sites. This is especially true in situations in which individuals are brought in to provide services similar to those provided by school district staff or in cases in which outside agencies fail to adequately coordinate and communicate with personnel on campus before beginning work with students. A few school psychologists and counselors stated that some community agencies send under-qualified interns to school sites to deliver services. Often, psychologists, nurses, and school counselors feel they have to supervise interns and as a result, their workload is heavier. Additionally, there is a perception among some schools that sharing resources with other schools may compromise or limit the services available to students and families. As a result, some school officials are reluctant to enter into partnerships.

Attendance at high level meetings regarding children's issues helps the District establish and maintain connections with various public and private organizations and develop partnerships to bring needed services to the schools within LAUSD. Student Health and Human Service Division staff represent the District at a number of meetings throughout the county, state, and nation. As a result, outside agencies and community-based organizations recognize the sincere efforts being undertaken by the District to improve and coordinate the delivery of services within the District and are aware of opportunities for partnership with LAUSD. In addition, the District's Central Office has undertaken a relatively new role in establishing interagency connections, providing local assistance, and providing technical assistance and training aimed at enabling individuals to address health and human service needs.

Recommendations

- The Assistant Superintendent of Student Health and Human Services and members of the Board of Education Standing Committee on Student Health and Human Services should lobby Board of Education members to allocate resources in order to effectively implement the Learning Support concept. Specifically, the Learning Support concept should be included in staff development training throughout the district. Learning Support is significant in that it establishes a comprehensive policy to address barriers to student learning.

- Student Health and Human Services Division staff should work with staff from the Divisions of Instruction, Special Education, Child Development and Adult and Career Education, before and after school programs, as well as cluster and school administrators to establish a comprehensive plan to link student health and human services, instruction, and management/governance components throughout the District as part of the implementation of the Learning Support concept.

- Student Health and Human Services Division staff should continue outreach efforts throughout Los Angeles County, the State of California, and the nation. Attendance at various local, state, and national meetings provides the district with the latest research and best practices in the area of coordinated health and human services.

Cluster Level Findings

Organization Facilitators have been particularly effective in increasing the awareness of schools and community organizations regarding opportunities for collaborative involvement. Many community organizations lack an understanding of how schools function and how outside organizations can effectively provide services to members of a school community. Additionally, most school staff lack the time or knowledge about community organizations necessary to conduct effective outreach. The Organization Facilitator has served as an effective bridge between schools and community organizations. As a result, school staff report that they are more aware of the resources available in the surrounding communities and community organizations are more aware of how to approach a school.

Healthy Start[3] can serve as a catalyst for collaboration and an initial tool to focus schools on the concept of coordinated services. Healthy Start requires schools to conduct a needs assessment and evaluate how Healthy Start can supplement what currently exists at a site. Additionally, some Organization Facilitators have found that the organization of a Healthy Start collaborative can serve as the foundation for the Resource Coordinating Council in a complex. However, it should be noted that Healthy Start funding is finite. Thus, it is necessary to establish a core framework for coordinated services within the complex or cluster that will remain in effect once Healthy Start has ended. The process of establishing such a framework is currently underway in each cluster. Each Organization Facilitator is working together with their Resource Coordinating Council to write a strategic plan for their family of schools. The strategic plans should assist Organization Facilitators in further developing the Learning Support framework in each complex or cluster.

The roles and responsibilities of the Organization Facilitator are unclear. There is confusion among individuals throughout the District regarding the Organization Facilitator position. While the roles and responsibilities are clearly defined in the Plan for Restructuring Student Health and Human Services, stakeholders have different perspectives of the role of the Organization Facilitator. For example, some people believe that the Organization Facilitator is responsible for pursuing Healthy Start and other grants, while others feel that the Organization Facilitator's role is to bring additional services to school campuses. Additionally, individuals are confused as to where the Organization Facilitator fits in the District organizational structure. This misunderstanding stems from the fact that the Organization Facilitators are hired by the clusters but are also accountable to the Assistant Superintendent of Student Health and Human Services. Some Organization Facilitators reported that individuals at the cluster and school levels believe that the Organization Facilitators are "pushing a district agenda" or that they are part of "just another reform effort." As a result, these Organization Facilitators have had difficulty obtaining the "buy-in" of administrators and key staff in the clusters and schools.

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[3] Healthy Start is an initiative funded by the State of California through a competitive grant process. Overall, the Healthy Start program seeks to assist schools and their collaborative partners to develop and improve comprehensive, integrated school-linked services and supports with a vision toward improving student achievement and the overall well-being of children. There are two types of Healthy Start grants available: planning and operational.

Recommendations

- Organization Facilitators and health and human service personnel should be encouraged to continue their efforts to coordinate and network with organizations and agencies outside of LAUSD.

- Organization Facilitators, health and human service personnel and cluster and school administrators should be encouraged to look beyond Healthy Start and continue work on a strategic plan to implement a long-term framework for coordinated services at the cluster and school levels.

- Efforts should be undertaken to clearly communicate the roles and responsibilities of the Organization Facilitator within the context of Learning Support to administrators and staff at the district, cluster and school levels.

School Level Findings

Community agencies are more aware of how to approach and effectively work with schools. Many schools have experienced difficulties conducting effective community outreach to obtain additional resources and services for students and their families. In many cases, school staff lack knowledge about the communities surrounding their schools. Familiarity with local resources is often limited to what they see as they drive to work each day. Additionally, principals and lead teachers are busy with administrative and teaching duties and may not have the time to conduct effective community outreach. Organization Facilitators have been very effective in bringing schools and community agencies together in order to provide needed services to students and families. The Organization Facilitators serve as a District contact person for community agencies interested in providing services to schools. As a result of these partnerships, community agencies are able to expand their client base and schools are able to offer more health and human services to their students and families.

Schools are communicating and collaborating more as a result of the coordinated services restructuring efforts. School site staff reported that within the last two years, there has been an increase in information sharing and collaboration among schools. Additionally, the evidence suggests that schools are forming more collaboratives. For example, when Healthy Start first began, 4 of 5 planning grant applications written in Cohort 1 (1992) and Cohort 2 (1993) were submitted by a single school site. In Cohort 6 (1997), only 6 of 20 planning grant applications were submitted by single school sites. The other 14 applications were submitted by multiple school collaboratives. A similar pattern occurred with Healthy Start operational grant applications where 7 of 8 applications during Cohort 1 (1992) and Cohort 2 (1993) were submitted by single school sites. Cohort 6 (1997) applications showed the number of single site applications drop to 2 of 10.

Many schools are just beginning to implement the health and human services restructuring plan on campus. During the initial stages of the restructuring process, most Organization Facilitators focused their efforts on establishing a coordinated services framework at the cluster or complex level. As a result, establishing Resource Coordinating Teams at the school level was not an early priority for most Organization Facilitators. Nevertheless, Organization Facilitators report that a number of schools have established the beginnings of Resource Coordinating Teams, and have begun to map and organize existing resources, or develop systemic programs to serve the entire school community. Several schools utilize the Student Study Team or Student Success Team as a Resource Coordinating Team. It should be noted, however, that traditional Student Study and Student Success Teams focus on individual students. Thus, although it is fine to use the existing group, these teams must be expanded beyond the individual student level and address systemic, school-wide coordinated services issues.

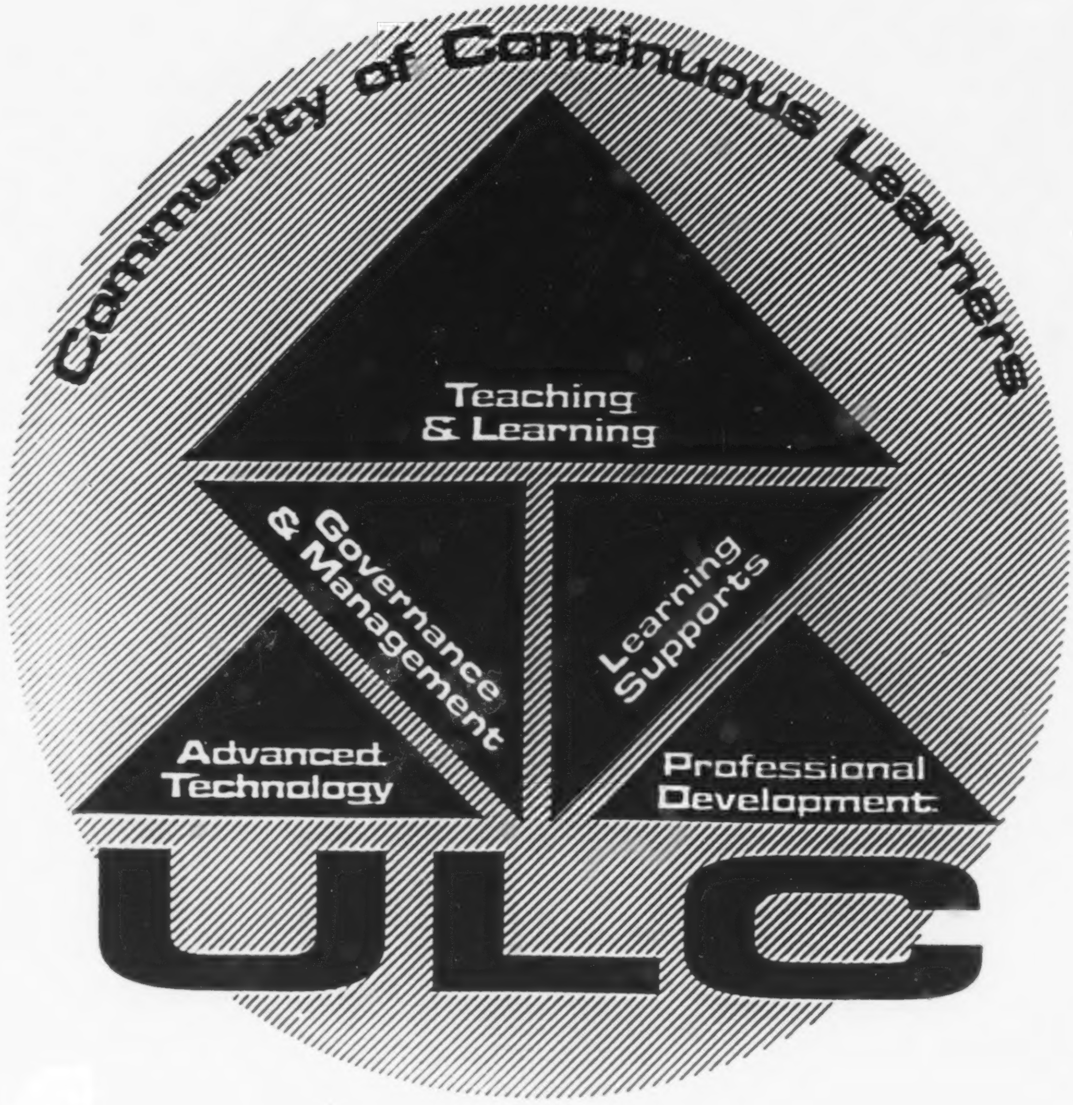
Recommendations

- Each family of schools should be encouraged to continue collaborative relationships among the schools within the family as well as with district services, outside agencies and organizations in order to provide needed services to students and families.

- Organization Facilitators need to develop relationships with key individuals at school sites, including existing health and human service providers, in order to move the restructuring process to the school level.

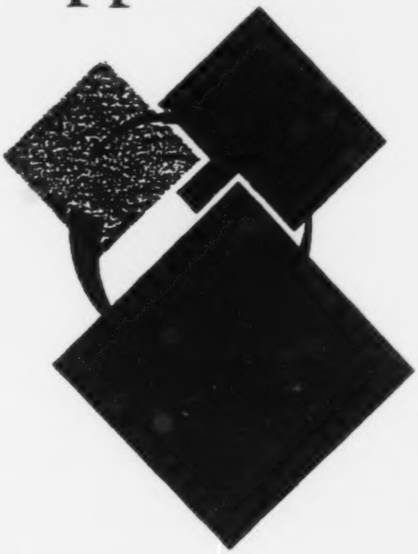
- Organization Facilitators need to provide local school stakeholders with more information about the roles and responsibilities of the Resource Coordinating Team (RCT) and how the RCT functions within the context of Learning Support.

Urban Learning Centers


Community of Continuous Learners
Teaching & Learning
Governance & Management
Learning Supports
Advanced Technology
Professional Development
ULC

A New American School Design

Rebuilding Community
A Guidebook
for
Learning Supports



Urban Learning Centers

An Approved New American Schools Design

Table of Contents

SECTION I: WHAT IS THE LEARNING SUPPORTS COMPONENT? 1

Learning Supports Activity Clustered Into Six Areas 3

Moving Diamond: Volunteer Mentoring 11

Basic Mechanisms for Establishing the Learning Supports Component 14

SECTION II: GETTING FROM HERE TO THERE 17

Overview of Key Steps: Establishing the Learning Supports Component 18

Overview of Key Steps: Establishing a Moving Diamond Program 29

SECTION III: MAKING IT HAPPEN 33

Parent, Family, and Community Connections at Elizabeth Learning Center 33

Annotated Bibliography 41

APPENDIX A: Learning Supports School Survey A-1

APPENDIX B: Job Description for Site Administrative Lead A-24

APPENDIX C: Moving Diamond Resources and Sample Forms A-26

> *"What the best and wisest parent wants for (his/her) own child, that must the community want for all its children. Any other idea... is narrow and unlovely."*
> *—John Dewey*

SECTION I: WHAT IS THE LEARNING SUPPORTS COMPONENT?

Everyone understands the need to reduce behavioral and emotional problems, absenteeism, drug abuse, dropouts, teen pregnancy, violence, and so many other difficulties that interfere with learning and performing well at school. These problems are barriers to learning. If schools are to improve and if students are to learn and succeed, such problems must be addressed. However, most educational reforms focus primarily on the instructional and management components of schooling without giving sufficient emphasis to students' attitudinal and motivational problems that may be unrelated to curriculum and instruction.

A guidebook is not a blueprint. Rather, it is similar to an architect's notes and sketches. Use it flexibly and in ways that respond to the unique characteristics of your setting and stakeholders. All Urban Learning Centers will work with an Urban Learning Centers Technical Assistance Team when beginning the implementation process. This guidebook is meant as a reference, not as a replacement for technical assistance.

As a result, in daily practice the limited resources available for addressing barriers to learning are uncoordinated and fragmented; this squanders valuable assets and undermines efficiency. By incorporating the Learning Supports component into school restructuring efforts, the Urban Learning Centers design offers a comprehensive model for reform which addresses this critical area.

Given the various factors that can interfere with learning and performance, a school program committed to the success of all children and youth must be designed with a wide array of activities to address barriers to learning and teaching. Ideally, such efforts should be implemented as a comprehensive and integrated whole.

Because the intent is to enable and support learning, this facet of educational reform has been dubbed the Learning Supports component. In the Urban Learning Centers design, this component is one of the three essential cornerstones of the model (the other two are Teaching and Learning and Governance and Management). The component's mission is to ***enable schools to teach and students to learn by addressing factors that interfere with learning and performance.*** The focus is on preventing and correcting learning, behavioral, emotional, and health problems. Through integration with the instructional component, there is a strong emphasis on the promotion of healthy development in all areas: academic, social, emotional, and physical.

The mission of the Learning Supports Component is to enable schools to teach and students to learn by addressing factors that interfere with learning and performance.

Accomplishing such a mission means restructuring existing support resources and establishing collaborations with community and home resources in ways that move:

From narrowly focused activity *to* a comprehensive approach

From fragmented *to* coordinated and increasingly integrated intervention

From problem-specific and specialist-oriented services *to* less categorical, cross-disciplinary programs

From activity that is viewed as supplementary *to* a full-fledged integrated component that is understood as primary and essential to enable and support learning.

In this way, limited resources can be used more effectively and efficiently. Optimally, the Learning Supports component emerges from what is already available at a site and expands it by working to integrate school and community services and enhancing access to community programs.

Learning Supports Activity Clustered Into Six Areas

The Learning Supports component of the Urban Learning Centers design includes six areas of integrated activity that are supported by the Moving Diamond concept. This grouping of activity emerged from reviews of existing and desired services and programs (for further reading, see the Annotated Bibliography). These six areas, listed below, are described in more detail on the following pages.

- Classroom-focused Learning Supports
- Student and family assistance through direct services and referral
- Crisis assistance and prevention
- Support for transitions
- Home involvement in schooling
- Community outreach for involvement and support (including volunteers)

1 - Classroom-Focused Learning Supports

When a classroom teacher encounters difficulty working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and/or with added home involvement. Thus, the emphasis is on enhancing classroom-based efforts to support learning by increasing teacher effectiveness for preventing and handling problems in the classroom.[1]

Professional Development activities that increase a teacher's array of options for dealing with a wide range of individual differences can include accommodative and compensatory strategies, peer tutoring, the use of volunteers to enhance social and academic support, resource and itinerant teachers, and counselors in the classroom. The two main aims of classroom-focused learning supports are increasing teachers' abilities to effectively instruct diverse learners, including those identified as needing special education, and reducing the need for special services.

Work in the area of Classroom-Focused Learning Supports requires (see Appendix A for specific examples):

- Professional development for teachers, aides, volunteers, and others in how to use a variety of teaching and assessment strategies to reach all students
- Ways to expand resources in support of a variety of instructional activities
- Programs for temporary out-of-class help to assist students who need additional instructional time to succeed

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[1] Besides Classroom-Focused Learning Supports, the regular classroom curriculum should focus on fostering socio-emotional and physical development. This focus is an important element of any effort to prevent learning, behavioral, emotional, or health problems.

2 - Student and Family Assistance Through Direct Services and Referral

Of course, some problems cannot be handled without special interventions — thus the need for student and family assistance. The emphasis is on providing special, personalized services to assist with a broad range of needs. To begin, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are integrated with existing programs. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referrals for special services, as appropriate.

An invaluable site for this activity is a school-based Family and Community Center (see p. 15 for details). The intent of such a center is to ensure that effective assistance is provided when necessary and appropriate.

Work in the area of Student and Family Assistance through Direct Services requires:

- Information on assistance available to parents and teachers. Ideally, such information would be readily available in any database such as FASTNet. The FASTNet software and database offers schools the ability to find and access services to help children and their families
- A programmatic approach for handling referrals (including use of strategies designed to reduce the need for special intervention)
- Programs providing direct services, such as a Family and Community Center on-site or access to community health clinics
- Programmatic approaches for effective case and resource management such as the Client Tracking System. The Client Tracking System is a case management system that provides school staff and agency personnel with the means to continuously track and monitor the progress of client referrals while generating reports summarizing case information.
- Community outreach to recruit and assimilate additional resources into current service delivery
- Relevant education for all stakeholders (parents, students, teachers, administrators, staff, and community members)

3 - Crisis Assistance and Prevention

The emphasis is on preventing, responding to, and minimizing the impact of crises. A school-based Family and Community Center provides a staging area for some of this programmatic activity. Intended outcomes of crisis assistance include ensuring that immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate. The outcomes of prevention activities are reflected in the creation of a safe and productive environment for learning and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Work in the area of Crisis Assistance and Prevention requires (see Appendix A for specific examples):

- Systems and programs for crisis response at a site, at several schools in the same locale, and community-wide (including a program to ensure follow-up care)
- Prevention programs for combating suicide, school violence, and child abuse
- Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

4 - Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transitions confronting students and their families. Common transitions include major school changes, grade level changes, exit from bilingual or sheltered English programs, transitions to or from special education, and school-to-work. Anticipated outcomes of activity in this area include reduced levels of alienation from school, increased levels of positive attitudes towards school, and increased involvement in a range of learning activities.

Work in the area of Support for Transitions requires (see Appendix A for specific examples):

- Programs to establish a welcoming and socially supportive community, especially for new arrivals
- Programs to help students and their families through each new step in formal education
- Before-school, after-school, and intersession programs to enrich learning and to provide recreation in a safe environment
- Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

5 - Home Involvement in Schooling

Home involvement in schooling focuses on enhancing parental support by providing adult learning opportunities (English classes, computer skills, work skills, mutual support groups), mobilizing parents as problem-solvers (parenting classes, instruction in helping with schoolwork), and eliciting help from families in addressing the needs of the community. The context for some of this activity may be a Parent Center, which can be part of the Family and Community Center. Outcomes in this area include measures of parent learning, indices of student progress, and community involvement in school as a result of home engagement.

Work in the area of Home Involvement in Schooling requires (see Appendix A for specifc examples):

- Programs to address specific learning and support needs of adults in the home
- Programs to help those in the home meet their basic obligations to the student
- Systems to improve communication between school and home about matters essential to the student and family
- Programs to enhance the home-school connection and sense of community
- Interventions to enhance participation in making decisions at the Learning Center that are essential to the student
- Programs to enhance home support related to the student's basic learning and development
- Interventions to mobilize those at home to solve problems related to student needs
- Interventions to elicit help (support, collaborations, and partnerships) from those at home with meeting classroom, school, and community needs
- Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

6 - Community Outreach for Involvement and Support (including Volunteers)

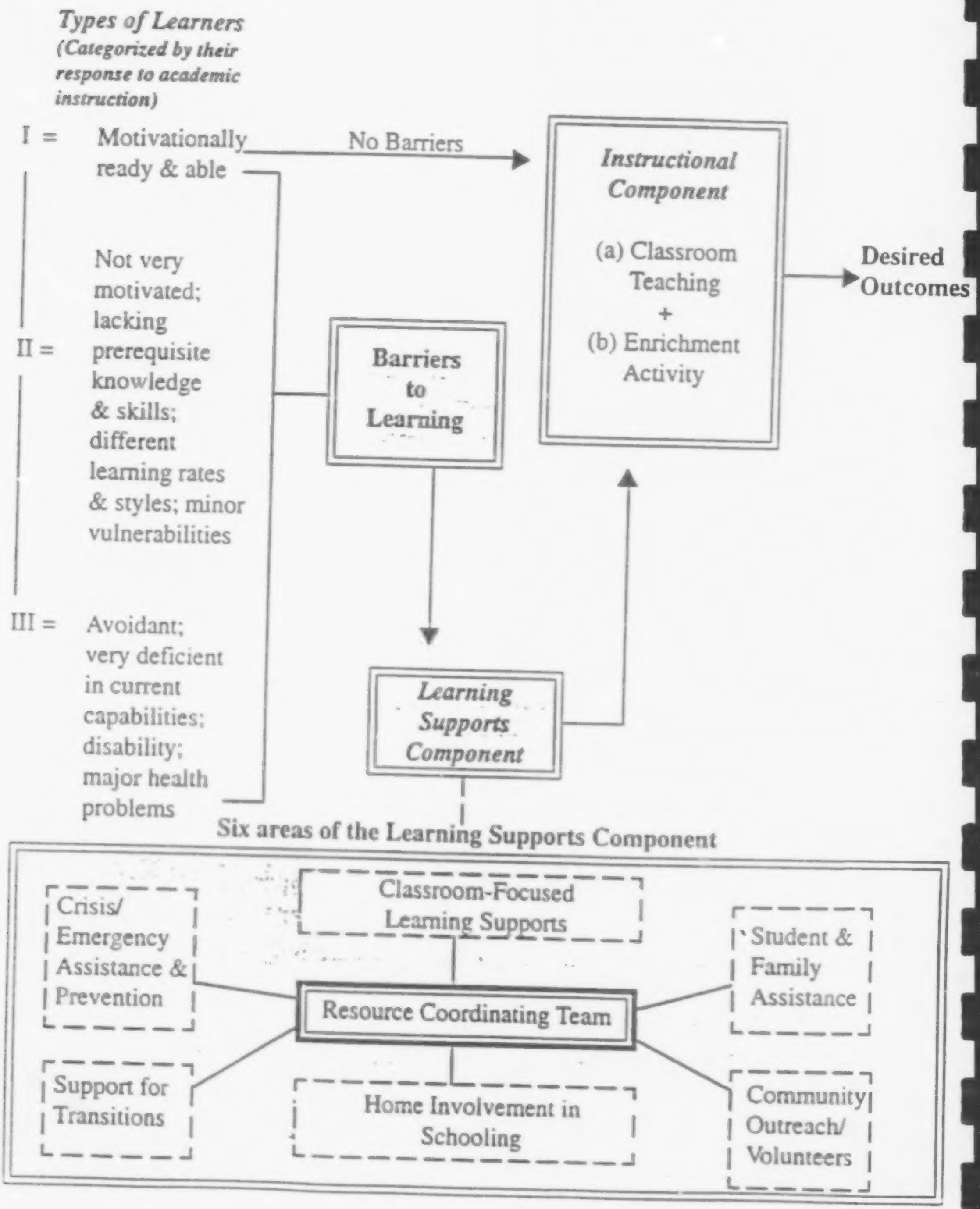
Reaching out to the community requires building links and collaborations, developing greater involvement in schooling, and enhancing support for efforts to enable learning. Public and private community agencies, universities, colleges, organizations, facilities, businesses and professional organizations and groups, and volunteer service programs are all candidates for outreach. Outcomes include measures of community participation and indices of student progress and community enhancement related to use of volunteers and use of additional community resources.

Work in the area of Community Outreach requires (see Appendix A for specific examples):

- Programs to recruit community involvement and support. This can include linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; and formal partnership arrangements
- Systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors and counselors) and professionals-in-training to provide direct help for staff and students
- Outreach programs to hard-to-involve students and their families, including those who do not come to school regularly, truants, and dropouts
- Celebrations and cultural events to enhance community-school connections (orientations, open houses, performances, cultural and sports events, festivals, celebrations, workshops, and fairs)
- Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

The flowchart on the following page (Figure 1) illustrates the role of Learning Supports in facilitating instruction. For the two types of learners not motivationally ready and able for instruction, work in one or more of the areas of Learning Supports may be neccessary to overcome barriers to learning. The seventh box in the Learning Supports graphic represents the Resource Coordinating Team. The Resource Coordinating Team is a management group that ensures the proper functioning of the Learning Supports component. Its role is described in greater detail in the following

Figure 1: The Learning Supports Component: A Comprehensive Approach to Addressin Barriers to Learning. The component weaves six areas of learning supports activity into th fabric of the school, addressing barriers to learning and promoting healthy development for students.


Types of Learners
(Categorized by their response to academic instruction)
I = Motivationally ready & able
No Barriers
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
II = Not very motivated; lacking prerequisite knowledge & skills; different learning rates & styles; minor vulnerabilities
Barriers to Learning
III = Avoidant; very deficient in current capabilities; disability; major health problems
Learning Supports Component
Six areas of the Learning Supports Component
Crisis/ Emergency Assistance & Prevention
Classroom-Focused Learning Supports
Student & Family Assistance
Resource Coordinating Team
Support for Transitions
Home Involvement in Schooling
Community Outreach/ Volunteers

Moving Diamond: Volunteer Mentoring

The Moving Diamond model and its practice provides the structure and process for creating important mentoring relationships between students, school-based adults, and community members. Mentoring is a one-to-one relationship between an older person and a younger one for the purpose of passing on knowledge, experience and judgment, or for providing guidance or friendship.[1] Thus, the mentoring of the Moving Diamond is an important aspect of the Learning Supports component. It may be coordinated through the Family and Community Center and should be considered an important avenue for community volunteer involvement.

The Moving Diamond is a model that provides identified Urban Learning Center students with multiple advocates who play an active role in a student's welfare and development. Teachers have often filled the role of mentor but the Urban Learning Centers design provides a variety of mentor models: teacher, parent, school staff member, community member, and businessperson. Elementary, middle, and secondary school students can benefit from mentoring relationships.

The Moving Diamond is comprised of the student who is the focus of the diamond; an adult in the school; another, older student; and an adult from the local community. The school adult may be a teacher, administrator, paraprofessional, or other staff person. The community adult may be the student's parent, another student's parent, a senior citizen, a businessperson, or a youth service agency volunteer.

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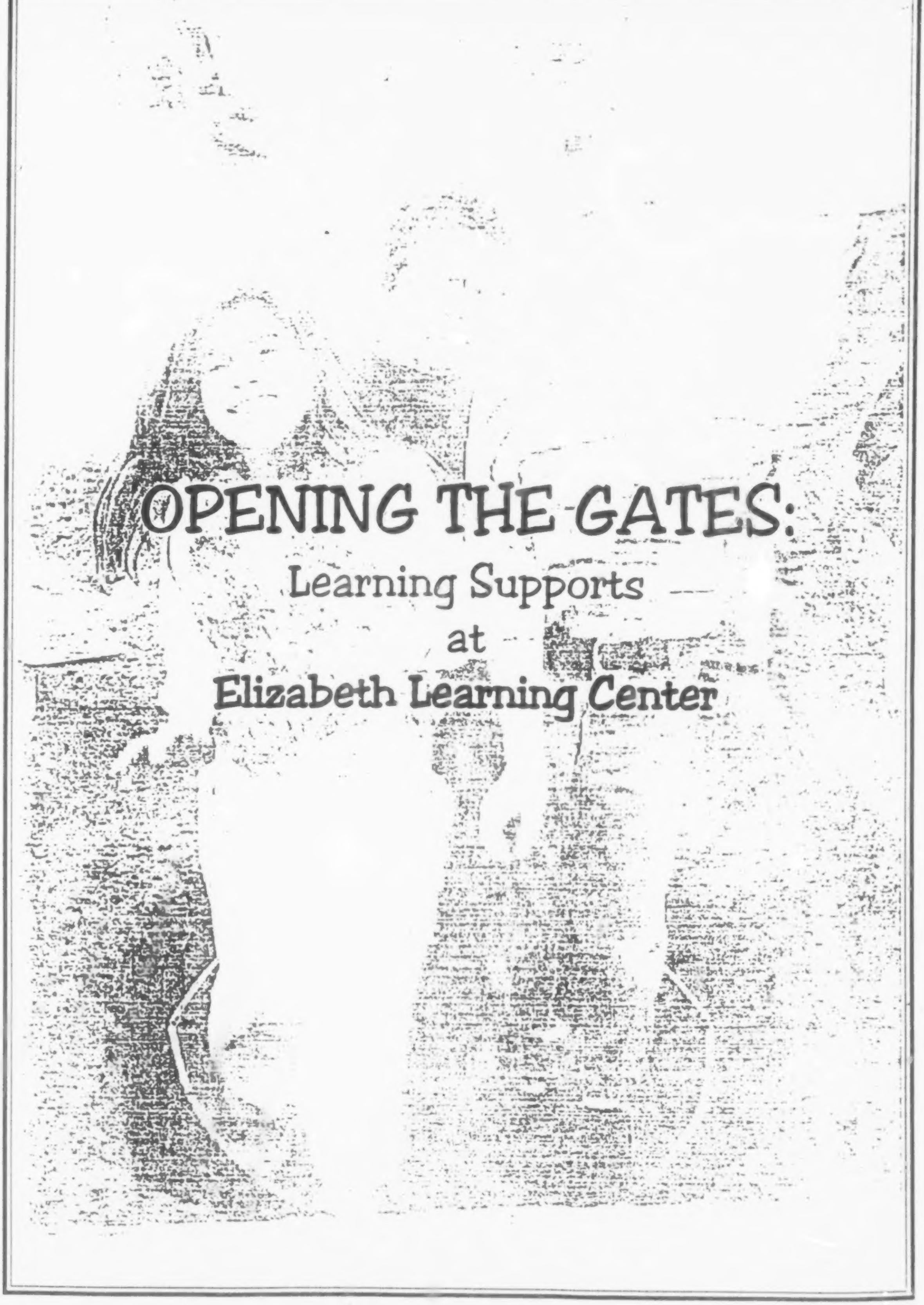
[1] The intellectual roots of the Moving Diamond are found in the recent work of sociologist James Coleman (1987), who coined the term "social capital" and advocated new institutions and structures to provide children with access to such capital. The psychological roots of the Moving Diamond are found in the needs of children. Today, children grow up in a society that is more fragmented than in the past. The Moving Diamond model creates an opportunity for children to interact with adults and other children much in the way an extended family or small community would in the past.



OPENING THE GATES:

Learning Supports
at
Elizabeth Learning Center

From Vision to Reality ... Opening the Gates

A new child arrives at school and gets an official welcome and orientation from a specially trained peer.

A family comes to the school to get health care and counseling services.

A young mother shows up at school for adult-education classes, confident with the knowledge that her child is safe at a no-cost child-care center in the next room.

It's no wonder that the 2,800-student Elizabeth Learning Center is a hub of activity, because these kinds of happenings and more go on every day inside the gated complex here in Cudahy.

Actually, it wasn't so long ago that these gates effectively kept the community out. As recently as five years ago, all of this community-related activity was just a vision of a few education reformers. But with clear ideas, a few grants, dedicated staff and volunteers, and a lot of hard work, the dream of making Elizabeth Learning Center a comprehensive Learning Center is finally becoming a reality.

The vision for this gritty, working class city east of Los Angeles was to create an educational center that focused not simply on learning, but on enabling students to learn. As these "Learning Supports" — such as a comprehensive referral and counseling system, organized community outreach, and extensive volunteer involvement — have taken shape, this pre-K-12 school is moving closer toward being able to help students and families that might otherwise suffer from lack of services.

Learning Supports Design

The Elizabeth Learning Center took on this design in 1992 when it became one of the first Urban Learning Centers sites. The Urban Learning Centers, developed with the support of the New American Schools Development Corporation, represent a public-private collaboration of the Los Angeles Unified School District, United Teachers Los Angeles, and the Los Angeles Educational Partnership.

The Urban Learning Centers design is a comprehensive urban school model that aims to create a learning environment where high-quality instruction is supported by strong connections to the community. The design is composed of three parts: (**Teaching and Learning, Governance and Management, and Learning Supports**).

The *Learning Supports* component includes the following:

- Classroom-focused enabling
- Crisis/emergency assistance and prevention
- Support for transitions
- Home involvement in schooling
- Community outreach
- Student and family assistance

The Learning Supports portion aims to restructure and integrate school and community resources to improve the health and well-being of students and families. But they are not meant to be simply add-ons or fragmented service offerings. The idea is to enable students to learn by creating a seamless structure of support from within and outside of the school building.

"Our thought and design started from saying, we need something more than integrated services. We knew that if you were going to have a real impact on addressing barriers, you would have to do something that was thoroughly a part of the whole school operation, weaving in the community."

-- Howard Adelman. Professor of psychology and Co-director of the School Mental Health Project/Center for Mental Health in Schools at UCLA.

"Nerve Center" of Activity

At Elizabeth Learning Center, the Family Center is essentially the nerve center of the Learning Supports structure. In any given day, parents walk in to sign up for adult education classes or for volunteering, students come in for counseling appointments, and various committees and panels meet to discuss planning and operations.

The school has made clear its commitment to the Learning Supports structure in its decision to pay a full-time release teacher to coordinate the center. It also pays for five 15-hour-per-week "community representative" positions, in which parents coordinate different aspects of the Learning Supports programs. "If the school didn't have this overriding philosophy, we probably wouldn't derive these positions," says Mary View-Schneider, the Family Center director. As evidence, View-Schneider cites a recent school budget meeting where attendees discussed the need for continued backing of the Learning Supports — a line item that might be the first thing cut in any other school.

"Integrate, Integrate, Integrate"

The services offered at the learning center are broad and varied. And since no single service can be isolated from the rest, the recurring theme seems to be "integrate, integrate, integrate." For one thing, the Family Center plays host to a wide variety of different *counseling services.* In addition to a five-day-a-week school psychologist, the school also offers students and families weekly appointments with a social worker, a special-education psychologist, a marriage and family counseling intern, and a social work intern.

A carefully designed *referral plan* helps teachers find appropriate resources for students and helps families get the help they need. And the offerings seem to be appreciated: View-Schneider notes that one family called the center after having moved out of the neighborhood to ask if family members could come back to the school to talk with one of the counseling interns.

Rolling Out the Red Carpet

Welcoming Newcomers

On most school days, between 7:30 and 9:30 A.M., Elizabeth Learning Center parent Elizabeth Alvarez is the first person other parents will see when they arrive at the school.

From a little desk in the lobby, Elizabeth is ready to welcome new parents who come to the school. But her job isn't simply a matter of offering a greeting and a handshake. She has come prepared to hand out packets chock-full of information for the new parents — and for new students as well — in the hopes that they will quickly consider themselves part of the community.

Alvarez, the head of the school's welcoming committee, is one of the school's "community representatives." She is paid for 15 hours per week, but her work often goes well beyond that time.

For the new parents, she puts together information such as maps, schedules, summaries of the family center and health clinic services, and volunteer applications. She gives them a tour of the school. And she leads a once-a-month orientation session for parents. For the new students, she assembles folders containing maps, paper, pencil, and a place to write down their new teacher's name and room number.

> *"Now I see many more parents getting involved."*
>
> Elizabeth Alvarez, parent

Within the school, she helps coordinate the "peer buddies" program, in which one boy and one girl from grades 2-12 are designated to act as a special friend for new students.

The peer buddies kit she puts together includes, among other things, suggestions of things the buddies can say to the new students. "Think about how lonely it can feel at a place where you don't know anyone," reads one part of the kit. "Help the new student feel less lonely by spending recess and lunch with them for their first week of school."

Alvarez, who has a son in 8th grade, has lived in the area for three years.

"I wanted my son to attend this school, so we moved here," she says. "I thought this was the best place for him to attend." Alvarez adds that she's seen a big difference in the level of parental involvement over the course of her three years. The adult classes bring more parents to school, she says, and of course the welcome and orientation don't hurt either.

The Family Center also serves as home to the *transition support* services, in which new students and parents get the red-carpet treatment when they arrive at the school's doorstep. This kind of support is necessary, organizers say, because the high student body turnover at the school means new faces all the time.

New students, for instance, receive a few accessories that they might need on the first day: a shiny new pencil, a few blank sheets of lined paper, and a green folder to hold everything together. Inside the folder is also a map of the school, and a carefully folded leaflet where the student can write down the teacher's name and room number. "Welcome to Elizabeth Street Learning Center" reads the leaflet. "We're glad you're here."

New parents receive a packet filled with maps, schedules, and information about the school, including an application to be a volunteer. Although most materials are available in both English and Spanish, View-Schneider explains, many parents still have problems understanding the unfamiliar forms. Thus, parents who are trained to help new parents with the paperwork volunteer valuable time to aid in the transition.

Valuable Volunteers

Parents, of course, are also involved in a host of other *volunteer positions* at the school, from assisting in school safety and maintenance tasks, to monitoring the lunchroom and the schoolyard, to helping out in the classrooms.

Their contributions are indeed substantial: A sign in the family center announces that parents volunteered a total of 1,009 hours in September, bringing the total for the three-month period to 3,280 hours, or $26,240 in free services to the school.

Coordinating Volunteers

Norma Contreras not only organizes parent volunteers at Elizabeth Learning Center, she gives them the inspiration to volunteer. She keeps a birthday calendar so that she can remember each volunteer's special day with a greeting and a little gift. She organizes a potluck dinner once a month and sometimes she even goes along with others on their volunteer assignments.

Contreras does all of these things because she understands that it's not always easy for parents to find the time to get involved. "Volunteering is hard because parents have a lot of other things to go home to," she says. "But when we give them these good things, they have more energy." It appears that she must be doing something right: the school has 75 active parent volunteers. In a recent month, the parents logged more than 1,000 volunteer hours.

> *"I just love this job."*
>
> Norma Contreras, parent

Contreras began by working in the school herself as a volunteer. Now she is paid for 15 hours a week as a "community representative". She enlists parents for duties such as helping out with school security and maintenance, assisting in the classrooms, and working in the child care center. She painstakingly maintains lists and charts showing who volunteered. And she's not shy about getting on the phone with parents when volunteers are needed.

"My relationship with the parents is to talk to them, help them, and give them examples of what kind of help they can give," says Contreras, who has three children at Elizabeth Learning Center.

Contreras' work as a coordinator has obviously helped bring many more parents into the school. But the coordinator job has also helped boost her ambition to continue her own education, and it has filled her with pride in what she's done. In fact, she's prepared a curriculum on self-esteem that she's going to present to parents at an upcoming workshop. "One parent said, 'You made my day today,'" she says, beaming.

Linking Schools to Parents & Communities

Over the past 5 years Elizabeth Learning Center has also developed an array *of adult education* offerings, from English as a Second Language, to computer skills, to knitting. Nearly 1,000 adults participate in the classes, which are offered from anywhere between 7:30 in the morning until 9:00 at night. In many other schools, the day school is very different from the night school, says Carol Valentine, the adult education coordinator. Yet at Elizabeth Learning Center, she says, one is simply an extension of the other. For instance, if a student is having a hard time with English in the classroom, the referral system works such that the adult education coordinators then contact the parent to see if he or she wants to take an ESL class.

> ***"The child-care component has been key because it allows parents to come in and know their child is next door and they're learning."***
>
> Emilio Vasquez, Principal

But what really distinguishes the Elizabeth Learning Center adult education offerings is the on-campus child-care program for which the parents themselves have assumed responsibility. Parents attending the classes may bring their child to the child-care center for the nominal cost of $1 per day. And parent volunteers in turn staff the center, a large room adjacent to the adult classroom. The center serves children between the ages of one to 14, and generally hosts 25 children in the morning, 55-60 in the afternoon, and 10-15 at night. Emilio Vasquez, the school's principal, says he is amazed at the extent of participation and the organization it takes for the parents to coordinate this kind of activity.

View-Schneider adds that the comprehensive adult education program has ripple effects that will be felt for a long time. For instance, she has already noticed that children of parents enrolled in English classes were coming into school with a much more ready understanding of English.

Last but not least, Elizabeth Learning Center is perhaps most deeply connected to the community through its *on-campus health clinic*. The clinic provides a range of health services, including primary health care, prescriptions, care for acute conditions such as asthma, health education and nutritional counseling, immunizations, and screening for tuberculosis, diabetes, and cholesterol. It represents a community collaboration, with support from St. Francis Medical Center and California State University at Dominguez Hills. The clinic provides services to all Learning Center students free of charge; parents and siblings of students pay according to ability. And not surprisingly, the Family Center and the health clinic are coordinated so that they share referrals for health, counseling, and other family services.

Health Academy Brings in Community

Elizabeth Learning Center has also strengthened its ties to the community on the academic front through its *Health Academy*, a program geared toward careers in health for students in grades 10-12. In fact, the academy marks one of the more radical changes at the school in recent years. Five years ago, there was not even a high school on campus.

In the spring of 1997, 43 of 45 health academy graduates were college-bound.

The Health Academy is a school-within-a-school program that receives funding as a state-supported California Partnership Academy. It features service learning activities and community service for 10th grade students, professional mentor partnerships for 11th grade students, and internship opportunities for 12th grade students.

All of these activities are carefully coordinated with the help of community partners, including California State University's Dominguez Hills and Los Angeles campuses, Cerritos Community College, the local Kaiser Permanente office, and St. Francis Medical Center. The higher-education institutions provide instructors and information on curriculum offerings, while the institutional partners offer internship and on-the-job observation opportunities.

Lisa C. Kramer, the Health Academy lead teacher, says that organizers primarily spent the first four years building the program's infrastructure and refining the curriculum. And now they've got an eye toward improvements for the future. "We finally have got our process where it works," she says. Now, she adds, the academy's managers can focus on long-term evaluation of students and building up more parental involvement. "The strength of the program is that they're willing to look at it and adapt it," observes Bonnie Jones, a health care consultant who helped design the academy. "This program is going to continue to evolve." And, adds Jones, it's hard to separate the Health Academy from other programs at the school, now that they've become so closely integrated.

"The school, the clinic, the Health Academy, they're all intertwined. We're all starting to benefit from everyone else's programs."

-- Bonnie Jones, Health Care Consultant

❊ About the New American Schools' Urban Learning Center Model

Learning Supports at Elizabeth Learning Center

As part of a venture supported by the New American Schools Development Corporation to development "break-the-mold" comprehensive school reform designs, an evolving demonstration of the concept of *Learning Supports* was initiated at Elizabeth Learning Center (formerly the Elizabeth St. Elementary School). With the full commitment of the Los Angeles Unified School District's administration, the teachers' union, and a variety of community partners, the site has been transformed over a period of several years into a pre-K through grade 12 model.

The model encompasses a three component approach to school reform. That is, the design not only reforms curriculum/instruction and governance/management, it *addresses barriers to learning* by establishing a comprehensive, integrated continuum of *learning supports* as a third essential component. As it evolves, this Learning Supports (or "enabling") Component is providing local, state, and national policy makers with an invaluable framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process by which school and community resources for addressing barriers to learning and development are restructured and woven together.

By fully integrating an emphasis on addressing barriers, the Learning Supports (or enabling) Component provides a unifying framework for responding to a wide range of psychosocial factors interfering with learning and performance. Besides focusing on barriers and deficits, there is a strong emphasis on facilitating healthy development, positive behavior, and asset- building as the best way to prevent problems and as an essential adjunct to corrective interventions. In defining the component as one that both addresses barriers to learning and promotes healthy development, the framework encompasses the type of models described as full-service schools -- and goes beyond them in creating an approach that is much more *comprehensive*.

Emergence of a comprehensive and cohesive component to enable learning by addressing barriers involves:

- weaving together what is available at a school,
- expanding this through integrating school, community, and home resources,
- enhancing access to community resources by linking as many as feasible to school programs.

With respect to restructuring, it involves a rethinking school-owned enabling activity, such as pupil services and special and compensatory education programs. Mechanisms are developed to coordinate and eventually integrate these school-owned resources and blend them with community resources. Restructuring also must ensure the component is well integrated with the developmental/instructional and management components. This minimizes marginalization and fragmentation, and ensures programs to address problems play out at the classroom level, school-wide, and throughout the neighborhood. Operationalizing such a component requires a framework delineating basic areas of enabling activity (e.g., 5-7 areas of learning support). It also involves creating an infrastructure to ensure such activity continues to develop and evolve throughout a school.

Enrollment at Elizabeth Learning Center has increased to 2,800 -- with 2200 in K-8 and 600 in grades 9-12. Recent reports indicate increases in achievement test performance at all grade levels. Drop out rates declined to 1.22% (compared to 5.28% in surrounding schools and a district-wide rate of 7.84%). Daily attendance averages 92%. Graduation rates for the first two cohorts were 100% and 98%, respectively, with the majority going on to post-secondary education. With respect to parent and community involvement, besides the 1,000 plus attending adult education classes from 7:30 a.m. to 9:00 p.m, local volunteers provide over 12,000 hours each year. Among the important effects of the adult education program is that with so many parents enrolled in English-as-a-second language courses, increasing numbers of students from Spanish speaking homes are entering the school speaking both languages. Thus, there has been less need for bilingual resources in the early grades.

Extensive progress has been made in designing the Elizabeth Learning Center. But there is much more to be done, and several critical expansions are just being developed. One encompasses broadening the nature and scope of adult education at the school and fostering vocational opportunities. (Early in the reform process the site developed a contract with the local community adult school and began offering ESL classes, pre-GED preparation, citizenship, computer literacy, and parenting and parent leadership training. Two parent cooperative child care centers already are operating day and evening to enable parents to attend.) Another area for growth involves programs to enhance *kindergarten readiness* (e.g., by adding Head Start). Such additions should contribute markedly to the educational mission.

Elizabeth St. Learning Center (ESLC
Policy and Decision Making Flow Chart

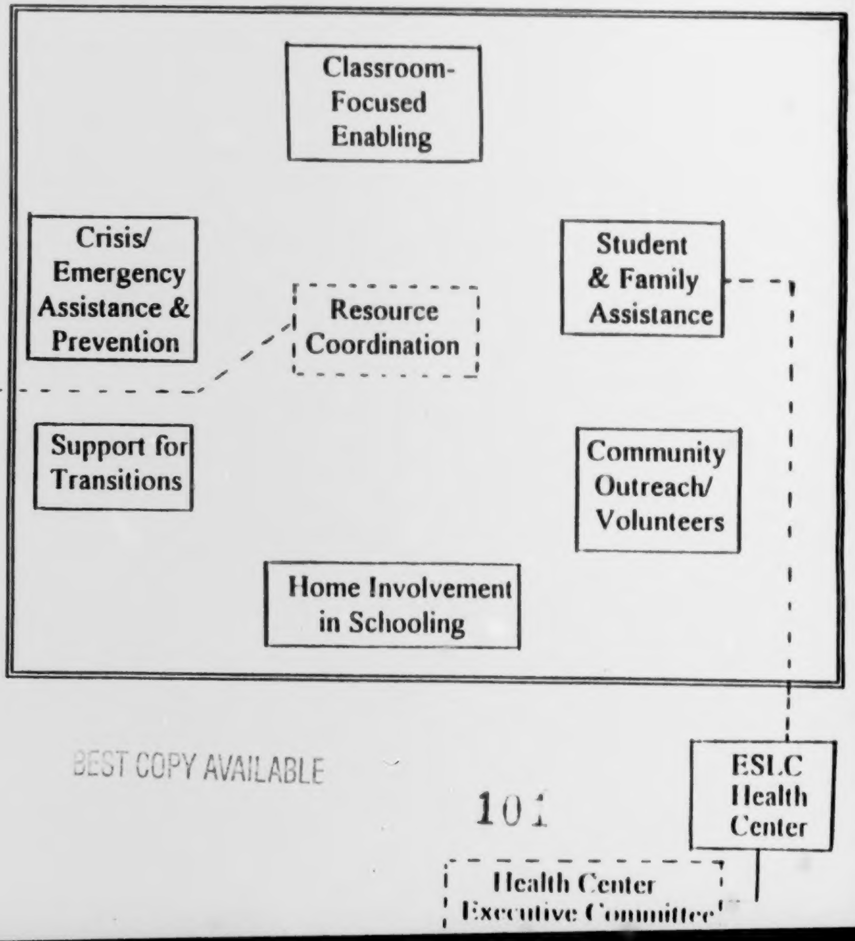
Focus on the
Enabling Component[1]

Site Management Council-- the decision making body for ESLC. Made up of representatives from all stakeholder groups (parents, students, classified staff, certificated staff, administrators, and eventually community representatives -- currently about 20 members)

Enabling Component Committee -- the policy formulation body for the Enabling Component. Made up of reps. from all stakeholder groups who, by role or interest, want to help evolve a comprehensive, integrated approach for addressing barriers to learning and promoting healthy development. (currently 29 members -- *about 1/3 of the staff*)

Resource Coordinating Team -- the body that manages and enhances systems to coordinate, integrate, and strengthen Enabling Component programs and services. Made up of leaders of each of the Components six areas as well as the administrative lead for the Enabling Component. Includes reps. of community agencies that are significantly involved at the site. (about 15 members)

Enabling Component Steering Committee -- the body that keeps a focus on the long-range effort to evolve the Enabling Component. Made up of the principal, key leaders responsible for the component at the site, and several committed advisors from the field (district and university). (13 members)


Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Resource Coordination
Student & Family Assistance
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling
ESLC Health Center
Health Center Executive Committee

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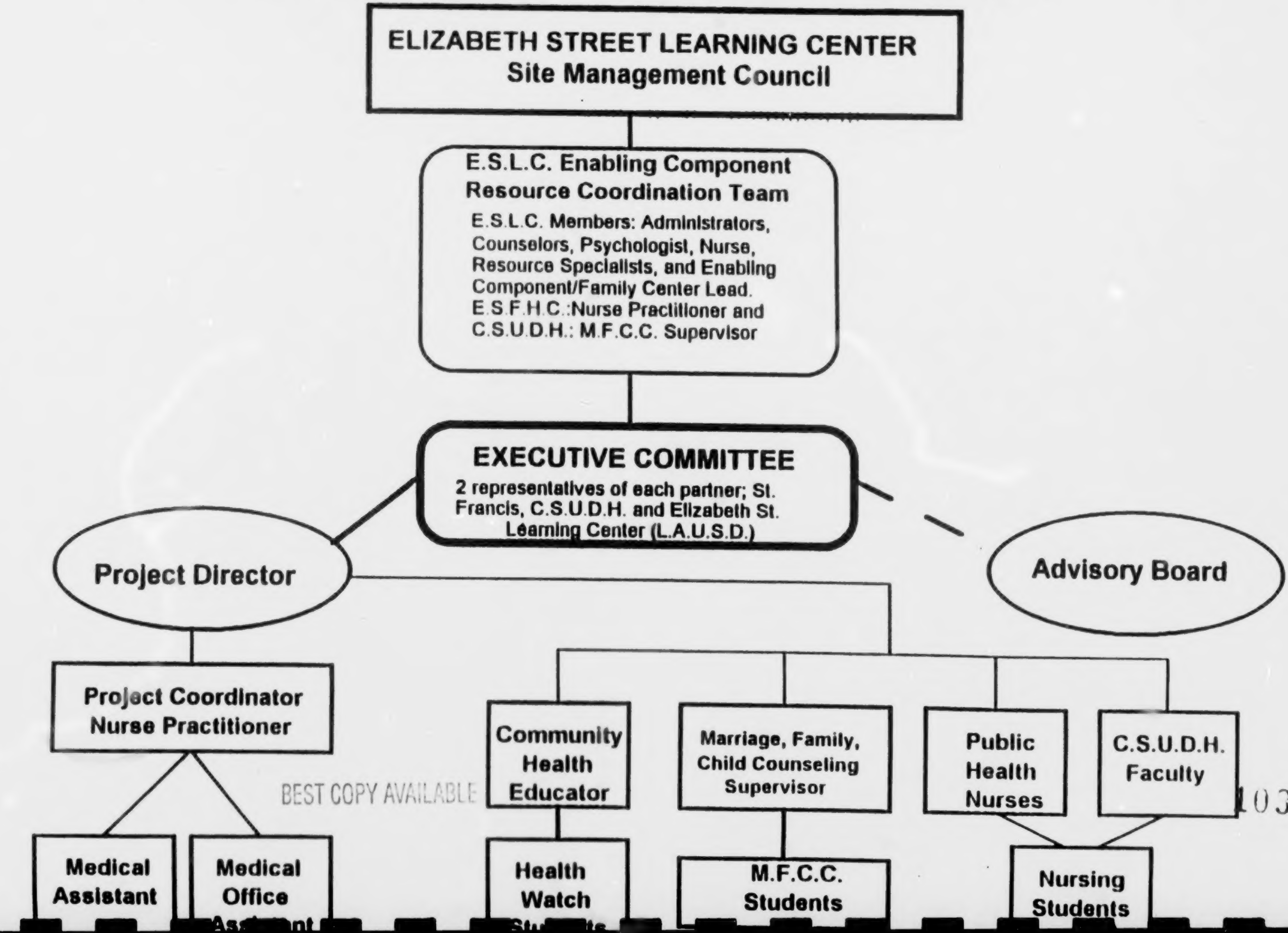
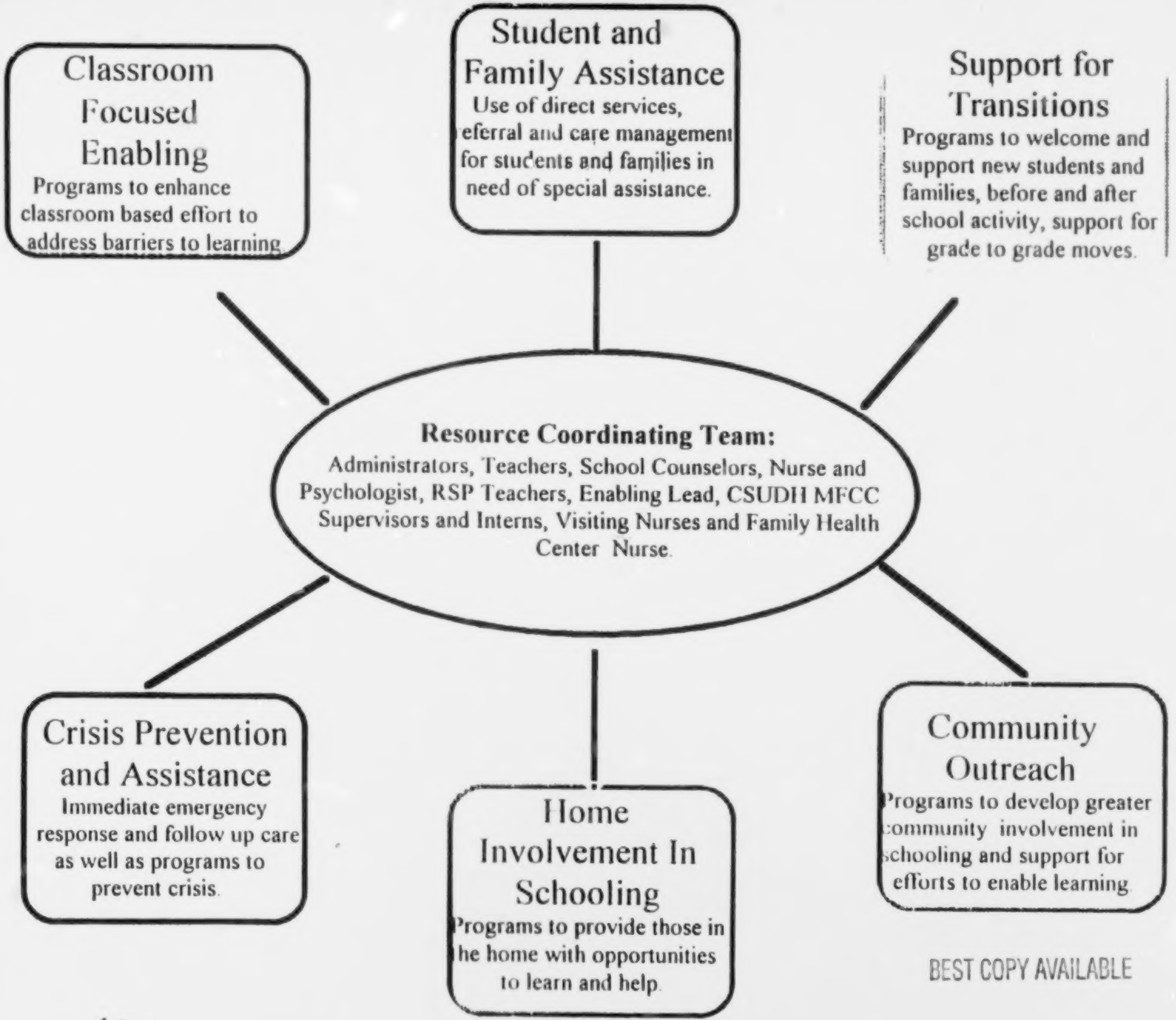
[1] A component to enable learning by addressing barriers to learning and enhancing healthy development

Policy Making Chart For Elizabeth Street Family Health Center


ELIZABETH STREET LEARNING CENTER
Site Management Council
E.S.L.C. Enabling Component Resource Coordination Team
E.S.L.C. Members: Administrators, Counselors, Psychologist, Nurse, Resource Specialists, and Enabling Component/Family Center Lead.
E.S.F.H.C.:Nurse Practitioner and
C.S.U.D.H.: M.F.C.C. Supervisor
EXECUTIVE COMMITTEE
2 representatives of each partner; St. Francis, C.S.U.D.H. and Elizabeth St. Learning Center (L.A.U.S.D.)
Project Director
Advisory Board
Project Coordinator Nurse Practitioner
Community Health Educator
Marriage, Family, Child Counseling Supervisor
Public Health Nurses
C.S.U.D.H. Faculty
Medical Assistant
Medical Office
Health Watch
M.F.C.C. Students
Nursing Students

Mapping of the Six Programmatic Areas of the Enabling Component at E.L.C.

rogrammatic Areas of Enabling



Classroom Focused Enabling

Programs to enhance classroom based effort to address barriers to learning

Student and Family Assistance

Use of direct services, eferral and care management for students and families in need of special assistance.

Support for Transitions

Programs to welcome and support new students and families, before and after school activity, support for grade to grade moves.

Resource Coordinating Team:

Administrators, Teachers, School Counselors, Nurse and Psychologist, RSP Teachers, Enabling Lead, CSUDH MFCC Supervisors and Interns, Visiting Nurses and Family Health Center Nurse.

Crisis Prevention and Assistance

Immediate emergency response and follow up care as well as programs to prevent crisis.

Home Involvement In Schooling

rograms to provide those in he home with opportunities to learn and help.

Community Outreach

rograms to develop greater ommunity involvement in chooling and support for efforts to enable learning.

Classroom-Focused Enabling

Programs to enhance classroom - based efforts to address barriers and thus enabling learning.

Current Team

Mary View-Schneider
Point Person
Other members form the Enabling Learning Committee

Current Programs

- Stakeholder Development
- Moving Diamond Mentor Program
- Impact Educational program for prevention of drug and alcohol abuse
- SANE
- Tutoring in class and after school
- Student Counselors from local colleges and universities
- College Students from CSUDH
- High School JTPA workers assigned to work in rooms up to 20 per quarter
- High School Students paid by to provide tutoring
- Parent Volunteers
- Mentor Teachers
- Referral Process
- Student Study Team
- Support from resource personal for teachers directly to students and teachers
- Accelerated Reading Program
- Practitioner/Peer Coaching from teacher to teacher
- Small Team Teacher Study Groups
- Teacher Selected Professional Development
- Teacher Clusters
- Student Incentive or Recognition Program
- Two LEARN days for Class. Foc. Enab 96

Expansion of and/or Desired New Program

- Additional tutoring programs
- Ongoing recruitment of college, high school students and parents to volunteer during class time to work one on one or small group with students because this program really works
- Recruit more adult mentors
- Additional Peer Coaching Models
- Curriculum Coordinator with an emphasis on early literacy acquisition
- Campus wide value and/or conflict training during class time to foster social responsibility i.e TRIBES/Second Step
- Increase Student Incentives Program
- Increase programs that involve parents and teachers as partners

Home Involvement in Schooling

Programs to provide those in the home with opportunities to learn and to help.

Current Team

Carol Valentine and Karma Aguilar*
Point Persons
Other members form the Enabling Learning Committee
*parent

Current Programs

- Adult Education:
    - English as a Second Language
    - Parenting Classes
    - Spanish Literacy
    - Citizenship Classes
    - Small Business Classes
    - Aerobics/Sewing
- SRLDP Parent Participation and Parent Classes
- Comadres, Parent Advocate Training
- Parent membership and leadership on Site Management, School and District Level Title One and Bilingual Councils
- Parent led classes
- Parent classes on ways to help their child from Title One program
- Parent child care training
- Parent Volunteers
- Back to School Night Participation
- Open House Participation
- Student Conference Attendance
- Participation of parent volunteers in school beautification program
- Parent volunteers on campus
- Meetings will be held to inform parents of new district student standards

Desired New Programs

- Parents volunteer about 500 hours per month but we would like to increase this
- Increase parent participation especially in older students conferences, Back to School Night and Open House
- Presently applying for Early Literacy Grant

Student & Family Assistance

Use of direct services, referral and care management for students and families in need of special assistance.

Current Programs

*Early Literacy small group tutoring program
*ESL transitional readers tutoring program
*CSUDH Counseling Interns (supervision paid for out of Kellogg Grant)
*FASTNET Electronic Service Data Matching System
*Consultation and Case Review Panel (members include school site personnel, nurse practitioner from Health Clinic and MFCC Supervisor)
*Student Study Team
*School Counselors provide individual and group counseling to students
*IMPACT Program
*Conflict Resolution (peer mediation)
*ELC Family Health Clinic
*ELC Family Center (staff provides immediate support to students and family in crisis)
*Parents trained as Community Advocates
*Moving Diamond Mentor Program
*Bell Cluster Resource Team
*Bell Cluster Teen Pregnancy Prevention Grant
*Bell Cluster Wellness Grant
*Parenting Classes provided by Adult School
*PSA Counselor (student attendance counselor)

Expansion of and/or Desired New Programs

*Adult Support Groups
*Additional Counseling Groups for High Risk Teens and Parents
(we are working with the City of Cudahy and a service provider to bring these programs on site)
*Recruitment of more MFCC Interns

Current Team

Point Persons - C. Melvin & G. Burbank
Members are part of the Enabling Committee

Crisis/ Emergency Assistance & Prevention

Immediate emergency response and follow up care as well as programs to prevent crisis.

Current Programs

*School Crisis Team and Plan
*District Crisis Team
*Suicide Prevention Program LAUSD
*Linkages to local churches
*CSUDH Counseling Interns (supervision paid for out of Kellogg Grant)
*FASTNET Electronic Service Data Matching System
*Consultation and Case Review Panel (members include school site personnel, nurse practitioner from Health Clinic and MFCC Supervisor)
*Student Study Team
*School Counselors provide individual and group counseling to students
*IMPACT Program
*Conflict Resolution (peer mediation)
*ELC Family Health Clinic
*ELC Family Center (staff provides immediate support to students and family in crisis)
*Parents trained as Community Advocates
*Moving Diamond Mentor Program
*Bell Cluster Resource Team
*Bell Cluster Teen Pregnancy Prevention Grant
*Bell Cluster Wellness Grant
*Parenting Classes provided by Adult School

Expansion of and/or Desired New Programs

*Adult Support Groups
*Additional Counseling Groups for High
Teens and Parents
(we are working with the City of Cudahy
a service provider to bring these program
site)
*Recruitment of more MFCC Interns
*Create an Emergency Fund
*Expanding and updating current crisis te
*More parent education around crisis iss

Current Team

Point Persons - R. Rushickie
Members are part of the Enabling Commit

Community Outreach/ Volunteers

ograms to develop greater mmunity involvement in hooling and support for effort enable learning.

Current Program

- Volunteer Program/Coordinator
  Parent volunteers provide about 1000 hours per month to ESL
- Classes for Volunteers provided by LAUSD
- Parent Outreach Workers
- Health Watch Program
  In partnership with St. Francis Medical Center Health Academy Students do community outreach to provide health information through newsletters and Health Fairs
- Family Center
  Provides direct services to families or refers out to partners or other agencies
- Comadres Training
  Parents trained to be advocates for other parents
- Leadership Training provided by Bilingual and Title 1 programs
- Classes provided by Title 1 to support education in the home
- Adult Education: English As A Second Language, Parenting Classes, Citizenship Classes, Basic Computer skills
- Parent membership in Site Management, Bilingual, and Title One Councils
- Back to School Night/Open House
- Dental Hygiene Program
- Teacher/parent conferences

Current Team

Norma Contreras and Emilio Vasquez Point Persons
Other members form the Enabling Learning Committee
*parent

Expansion and/or Additional of New Programs

- Family Literacy Program*
- Head Start Day Program*
- Classes for parents by age level of children to provide them with information about their children's educational program
- More teacher led parent workshops
- Student/parent conferences
- Booster Club
- Parent Club i.e. PTSA

*Both of these programs are in the process stage and grants are being written

Support for Transitions

Programs to welcome and support new students and families, before and after school activity support for grade to grade moves.

Current Programs

*After School Clubs

*Health and Information Technology Academies provide Internships and Mentors for High School Students

*Student Agendas/Organizers paid for out to Enabling funds to assist students transitioning from elementary to middle school and from middle school to high school

*Welcoming Club - one of the Family Center staff members coordinates this program. The program establishes a parent volunteer in the main office to greet new parents and assist with paperwork

*Peer Buddy Program, students are trained to welcome new students to school.

*Service Learning Program

*JTPA Federally Funded program that provides students with pay for on site jobs coordinated by Family Center

*College Fairs

*Health Watch Program, high school students are trained to do educational programs on site and around the community in conjunction with Kellogg Grant Health Educator

*College Awareness Program provided with Mount

Current Programs cont.

St. Mary's college

*Professional Development Days offered off track and/or on Saturdays to train new staff members around key elements of the LALC Design

Expansion of and/or Desired New Programs

*Career Day

*College Center on Campus *we are looking at funding this in conjunction with the Adult School, Head Start and Kellogg Foundation*

Current Team

Point Persons - L. Kramer and E. Alvarez

Members are part of the Enabling Committee

Organization for the California Department of Education

State Superintendent of Public Instruction and Director of Education
Delaine Eastin

State Board of Education
John Mockler,
Executive Director

Chief Policy Advisor
Paula Mishima,
Director

Chief Deputy Superintendent for Policy and Programs
Leslie Faussett

Chief Deputy Superintendent for Accountability and Administration
Scott Hill

Communications
Doug Stone, Director

Child, Youth and Family Services Branch
Kathy Lewis,
Deputy Superintendent

Curriculum & Instructional Leadership Branch
Sonia Hernandez,
Deputy Superintendent

Education Equity, Access & Support Branch
Henry Der,
Deputy Superintentdent

Kathy Lewis, Deputy Superintendent

Divisions	Mission :
Child Development Division	The mission of the Child, Youth and Family Services Branch is to support schools and communities in designing responsive family service delivery systems, including health parenting adolescent programs, service learning, and foster youth services, to improve students' school success and foster their healthy growth and development.
Nutrition Services Division	The branch promotes accessible and meaningful parent education and parent involvement in schools and coordinates family-school partnership strategies throughout the Department.
Learning Support & Partnerships Division	The branch broadens the base of support for education by forging interagency relationships at the state level to establish common goals and focused resources for strong children, youth and families.

Learning Support and Partnerships Division

Wade Brynelson, Assistant Superintendent
Phone: (916) 653-3314 / FAX: (916) 657-4611
Child, Youth and
Family Services Branch

Healthy Start and After School Partnerships	**School Health Connections**	**Family and Community Partnerships Office**	**Healthy Kids Program Office**
Pat Rainey, Interim Manager **Educ. Admin. I** **Phone: 916/657-5484** **Fax: 916/657-4611** **E-mail: prainey@cde.ca.gov**	**Carolyn Roberts** **Educ. Admin. I** **Phone: 916/657-3927** **Fax: 916/657-5149** **E-mail: croberts@cde.ca.gov**	**Susan Thompson, Mgr.** **Educ. Admin. I** **Phone: 916/653-3768** **Fax: 916/657-4969** **E-mail: sthompso@cde.ca.gov**	**Gerald Kilbert, Manager** **Educ. Admin. I** **Phone: 916/ 657-2810** **Fax: 916/657-5131** **E-mail: gkilbert@cde.ca.gov**
After School Program Healthy Start Office Healthy Start Field Office	Comprehensive School Health Program Physical Education & Health Services HIV/AIDS Prevention	Cal Safe Program Comprehensive services to pregnant and parenting students and their children Cal Serve California's service learning initiative Intergenerational Education Program Parent/Family Involvement	Alcohol & Drug Prevention Programs Tobacco Use Prevention Education

- After School Partnerships
- Child Development
- Community-Based English Tutoring
- Drug Prevention
- Even Start Family Literacy
- Families in Educational Partnerships
- Guidance and Counseling
- Healthy Start
- Nutrition Services
- Parent Rights
- Safe Schools
- School Age Families Education (Cal-SAFE)
- School Health
- Service Learning (CalServe)

Education Support Systems Division

CDE > ESSD

Staff and Offices

[illegible]

Adult Education Office

Educational Options Office

Safe Schools and Violence Prevention Office

Mary Tobias Weaver
Assistant Superintendent/Division Director

Division Mission Statement

The mission of the Educational Support Systems Division is to remove barriers to learning, provide options for all learners, enhance the delivery of services, and promote healthy behaviors so that students of all ages can take advantage of promising instructional reforms. This mission, carried by offices currently in and out of the Division, support and complements the efforts of other Divisions and Branches in CDE, namely the Curriculum and Instructional Leadership Branch and the Child, Youth, and Family Services Branch.

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Accountability | Curriculum | Professional Development | Students | Family-Community | Programs | Resources

Educational Options

Programs > Educational

Resources

- State Contacts
- Alternative Education Programs
- Continuation Education
- District Community Day School
- Dropout Prevention and Recovery-SB 65
- Foster Youth Services Program
- Independent Study
- Program Access and Retention Initiative Information
- Education Support Systems Division

We believe that all students can succeed when learning environments are created that help them to focus on academic achievement; when provision is made for psychological, familial, societal, and cultural barriers to successful achievement; when all of the stakeholders are held accountable for providing optimal conditions for learning, and when all of the stakeholders are held accountable for their success.

Alternative educational programs and instructional strategies that fail to teach students the basic academic core are not an option. These programs and strategies exist to provide children and youth with the environment, curriculum, and support system to ensure that they succeed in achieving their maximum academic potential. Their focus is on the student and their objective is academic success.

Children and youth enrolled in alternative educational programs may exhibit a full range of at-risk behaviors, poor self concepts, and histories of school failure. Program design elements that have been validated through research and practice are essential to support students and create an optimal learning environment.

Program Profiles

- Description of programs in the Educational Options Office

Grant and Program Evaluation Information

- Evaluation of District Community Day School Programs
- 2000-2001 Pupil Motivation and Maintenance Grant Application Information
- 1999-2000 Application for Dropout Prevention/Recovery Model Program Replication - Field Colleague Grant
- 1999-2000 Scholarship Application for the Dropout Prevention Specialist Certificate Program

Other Agency Links

- California Consortium for Independent Study (CCIS)
- National Dropout Prevention Center/Network
- Outreach and Technical Assistance Network (OTAN)

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Family-Community Safe Schools

safe schools

and violence prevention

california department of education

- Closed Campuses
- Counseling & Guidance
- Crisis Response & Management
- Dress Codes & School Uniforms
- Grant Awards
- Grant Information
- Gun-Free Schools Act
- Program Advisory: Expulsion Policies & Educational Placements (PDF)
- Program Summaries
- Safe School Planning: SB 187
- Safe Schools Trainings
- School/Law Enforcement Partnership
- Violence Prevention Education
- Yellow Ribbon Week
- Zero Tolerance

NEW!

Classroom Management - A California Resource Guide (PDF)

Safe Schools Task Force Report (PDF) (Superintendent of Public Instruction and Attorney General)

School Violence Prevention and Response Task Force Final Report (Governor's Report)

Crisis Response Box (PDF)

The free downloadable PDF files below can be viewed using Adobe Acrobat Reader.

California Safe Schools Assessment 1998-1999 Results

AB 1113 & AB 658: School Safety and Violence Prevention Act Final Fund Allocation

Safe Schools and Violence Prevention Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 323-2183
FAX (916) 323-6061

- After School Programs
- Conflict Resolution Resource Guide
- Counseling and Guidance Links
- Fingerprinting and Background Checks
- Hate-Motivated Behavior Handbook (PDF)
- Keeping Schools Safe
- Publications and Videos
- Safe and Drug-Free Schools
- School Attendance Review Boards Handbook
- School Security Officer Training Requirements Q & A (PDF)
- Megan's Law: Sex-Offender Notification
- Safe Schools Office Staff

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Adult Education Office

Joan Polster, Administrator
California Department of Education

Office Directory

State Program Facts

Federal Program Facts

Course Offerings of Adult Schools

Programs of Excellence

Disclaimer

This section of the California Department of Education Web Site identifies resources and links to other Web sites that appear to be useful to our readers. Such references and links do not constitute endorsement by the California Department of Education of the products or services of those enterprises.

Adult Education Mission

The mission of the Adult Education Office

Statement of Belief

Program Profiles

A brief description of the programs in the Adult Education Office

Program Profiles

CDE - Adult Education Policy & Issues Workgroup

- Policy & Issues Committee Roster and Meeting Notes NEW

CDE - Workforce Investment Act, Title II Workgroup

- WIA Committee Roster and Meeting Notes NEW

CDE - CalWORKs Program

- About the CDE - CalWORKs Program
- 2000 CalWORKs Partnership Conference - Call for Presentations are due by June 30, 2000 NEW

Hot Topics

- 1999 - 2000 Survey of WIA, Title II, 225-233 Federally-Funded Programs in California NEW
- 1999 - 2000 End of Year Activity Report for WIA 225 and 231 Agencies and Adult Schools NEW
- California Adult Education Technology Plan NEW
- A22 Course Approval Request Form for 2000-2001

- State Superintendent of Public Instruction - Delaine Eastin - Workforce Investment Act Public Meeting Notification Letter to Superintendents and Colleagues
- State Superintendent of Public Instruction - Delaine Eastin - Census 2000 Letter Addressed to the Adult Education Field
- Census 2000 will begin April 1st - CDE's Reminder to Adult Education Providers
- Adult Education CCR Requirements 99-00 and 00-01
- Q & A of CCR and 231/225 Reviews
- Federal Funding Criteria and Application Process
- Student Data Collection Requirements / Mary Weaver
- CA Adult Ed Accountability Matrix
- CA Adult Education State Plan

Previous Hot Topics

- List of Previous items featured in "Hot Topics"

Resources

- CA Department of Education - Program Advisories
- Adult Education Handbook
- Outreach and Technical Assistance Network (OTAN)
- California Staff Development Institute (SDI)
- California Regional Resource Centers
- Comprehensive Adult Student Assessment System (CASAS)
- California Distance Learning Project (CDLP)

Comments

For comments about this website content:

Contact: Peter Wang, pwang@otan.dni.us

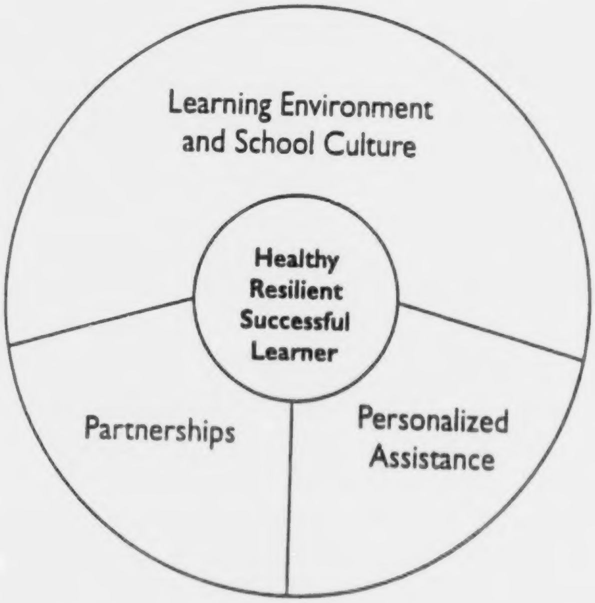
Learning Support

There is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. Schools need to depend on families to see that children come to school every day ready to learn; families and the community depend on schools to take the primary role in ensuring that students achieve high educational standards and provide a safe and healthy school environment; families and schools depend on community partners to provide opportunities and accessible supports and services to meet students' basic needs and to foster their growth and development. Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed.

Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high-quality learning. A school that has an exemplary learning support system employs all the internal and external supports and services needed to help students to become good parents, good neighbors, good workers, and good citizens of the world. The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable. Because learning support is an integral part of the educational program, the Program Quality Review teams (including students, parents, school staff, and community members) need to assess learning support provided to students and are encouraged to include specific learning support objectives in the improvement plan. Learning support generally addresses the areas of *learning environment and school culture, partnerships,* and *personalized assistance.*

"All stakeholders at a school must work together to ensure the success of all students. Schools committed to the success of all students must create a caring environment, build a sense of community, and have an array of activity designed to support learning by addressing barriers to learning and enhancing healthy development. The staff at such schools must have strong leadership for planning, implementing, and evaluating efforts to enhance such activity, and staff development related to such activity must be well-supported."

—Howard Adelman, Ph.D., Professor of Psychology, University of California, Los Angeles


Learning Environment and School Culture
Healthy Resilient Successful Learner
Partnerships
Personalized Assistance

Areas of Learning Support

Learning Environment and School Culture

The learning environment and school culture make up the climate of the school. A newcomer's or visitor's quick survey of the personal dynamics and physical surroundings often provides a fairly accurate indication of whether the school, overall, is committed to promoting learning. A positive learning environment and a safe, supportive school culture are foundation blocks for the healthful growth and development of children and youths. Some elements of the learning environment and school culture that have a considerable impact on student success include the expectations for learning and development; issues of diversity; transitions between grades, schools and programs; safety; and health. A discussion of these elements follows.

"Resilient" children are those who, though exposed to significant stress in their lives, manage to "work well, play well, love well, and expect well."

—Emmy Werner, resiliency researcher

High standards, high expectations. There is a known correlation between collective high expectations for young people and their health, resiliency, and success in learning. Furthermore, there is a greater likelihood of success when each student is supported in performing productive work and making meaningful contributions. Such support includes acting in advisory, advocacy, and decision-making roles, as appropriate. Students do better when teaching and learning are personalized to meet their needs as individuals who have varying educational, cultural, physical, and emotional needs. They do better when they have the opportunity to develop a caring relationship with an adult.

Positive child and youth development. Karen Johnson Pittman, a respected researcher in child and youth development, is Director of U.S. Programs for the International Youth Foundation in Baltimore. She describes the two components of youth development as *needs* and *competencies*. According to Pittman, young people need:

- A stable, safe place
- Basic care and services
- High quality instruction and training
- Sustained, caring relationships
- Social and strategic networks
- Challenging experiences
- Opportunities for real participation

A child and youth development approach to education emphasizes the achievement of competency, not only in academics, but in all the areas in which students need to be prepared to live healthful and productive lives. Developing competency may be contrasted to a deficit or medical model in which resources are directed toward intervention, remediation, or removing perceived problems. Pittman points out that the goal of a deficit-based approach is to make students problem-free; but problem-free does not equal being fully prepared. A more productive method is to focus on students' attainment of skills and competencies that we all want students to have. Opportunities that foster child and youth development and competency building include:

Competencies

✓ Intellectual and vocational
✓ Civic and ethical
✓ Cultural
✓ Emotional
✓ Physical

- Participation in the arts and sports
- Chances to play meaningful leadership roles in the classroom and the larger school community
- Service-learning, which simultaneously addresses intellectual, civic, and cultural competency
- Activities that bring students together as equals across racial, ethnic, class, gender, and achievement lines
- Solid skill-building in problem-solving, decision-making, interpersonal relationships, conflict resolution, and family communication

- Opportunities to build lasting friendships and to contribute to the community
- Discussions with and guidance from adults

A considerable base of research suggests that these activities and supports are central to the educational mission. The challenge is to build and communicate the vision that defines these opportunities as critical to student success and to find and value the partners that will help keep them there.

SMART IDEA

Mentors

The Hawthorne year-round school in the Oakland Unified School District has developed a two-pronged mentor program to support its K–6 students. The Academic Mentor Program, funded partly by Title I and Title VII of the Improving America's Schools Act, pays parents to work with individual students to help them improve their reading and math skills. Parents provide learning support in two or three classrooms to those students who need one-on-one assistance. Other students, identified by Hawthorne's integrated learning team (including teachers from all grade levels and staff of the Senate Bill 65 dropout-prevention program and Healthy Start program), receive individual and small-group assistance from parents, college students, and the East Bay Conservation Corps and AmeriCorps. These volunteers are recruited and trained through the Oakland Volunteers in Public Schools program.

Diversity and recognition. A hallmark of a supportive school culture is that the cultural heritages of the student population are acknowledged and respected among students, teachers and other staff members, and parents and other adults on campus. This support is demonstrated by incorporating cultural awareness and recognition into the school's curriculum and enrichment activities. Teachers can encourage students to respect their own views and those of others by promoting open-ended inquiry and thoughtful evaluation rather than always seeking a single "right" answer. Cooperative work in large and small mixed-gender groups of students with diverse ages, cultures, languages, skills, and talents affords students the opportunity to experience first-hand the democratic values of justice, equity, and fairness.

Transitions. In a supportive learning environment careful attention is given to smooth transitions between home and preschool, preschool and elementary school, elementary and middle school, middle school and high school, high school and institutions of higher education, and to careers. Appropriate support for transitions results in reduced levels of alienation, more positive attitudes toward school, and students' involvement in a range of learning activities. Transitions support includes counseling and articulation programs for grade-to-grade, program-to-program, and school-to-school transitions; before- and after-school and intersession programs to enrich learning and provide recreation in a safe environment; a welcoming and socially supportive community in which special attention is afforded to newcomers; and education about transitions for stakeholders.

SMART IDEA

Positive Transitions to Elementary School

Research conducted in the last ten years shows that children, especially those at risk of school failure, who experience continuity as they enter elementary school are more likely to sustain their earlier gains than those who do not experience continuity. *Continuity for Young Children: Positive Transitions to Elementary School* (Sacramento: California Department of Education, 1997) contains a detailed description of the necessary components of good transitions programs, examples of successful transitions programs around the state, research, tips for parents, and books to read with children. One example is from Valley Oaks Elementary School in Galt, where parents of soon-to-be kindergartners attended a parent orientation meeting conducted in English and Spanish. They received snacks, babysitting services (if needed), and a kindergarten kit (containing crayons, pencils, scissors, manuscript sample paper, and blank paper) so that the children would be familiar with some of the materials that they would use in the fall. Parents viewed a videotape produced by the kindergarten teachers featuring typical classroom activities and routines. Then in August, incoming students and their parents were invited to meet the assigned teachers and become familiar with the new room, classmates, and the playground. Parents provided information to teachers about their child's development. The highlight for many children was the practice school bus ride with their parents to prepare for the first day of school.

Safety. Safe schools are orderly and purposeful places in which staff and students are free to teach and learn without the threat of physical or psychological harm. Such schools have developed a strong sense of community. A visitor to a safe school will see signs of student affiliation and bonding within the school and an attitude of sensitivity and respect for all persons, including those of other cultural and ethnic backgrounds. At safe schools, there is a universal commitment to nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly administered. Safe schools have established policies for proactive security procedures, emergency response plans, and timely maintenance of the campus and classrooms to ensure cleanliness and an attractive appearance that tells students they are valued.

SMART IDEA

Build a Comprehensive Strategy for Safe Schools

The Modesto city schools have been developing a comprehensive partnership approach to their safety concerns for the past several years. The main components of their strategy include the following:

1. Every school site has a safety committee, which is composed of an interagency team. The sites must send an updated version of their safety plan to the school district office each year.
2. Through a contract with the city police department, two full-time officers are assigned to the school district. Officers, briefed at a Monday staff meeting prior to the opening of school, inform the school district of any community situations that have the potential of "spilling over" to the schools. Because of the close relationship with the police department, the school district also has access to all units of the department, such as gang suppression.
3. The school district has a similar contractual arrangement and information-sharing relationship with the Stanislaus County Probation Department.
4. The school district has a full-time gang-prevention officer who visits each campus daily.
5. The Project Y.E.S. (Yes to Education and Skills) gang-violence- and drug-prevention curriculum has been used for three years.
6. "Operation Stay in School" has been extremely successful. In a recent case, the officer picking up a suspected truant found the student armed with a semiautomatic weapon.

7. According to school district officials, the close relationships with community police and family service agencies allow the district to respond more quickly to potential crises. Instead of being in a "911" response mode, the school district's law enforcement partners are often the first to discover potential problems.
8. Through a "Healthy Start" grant, the school district was able to place full-service family health centers on two campuses. The centers offer full-time doctors, dentists, and mental health professionals through agreements with community partners. At one school the center is across from the housing authority and low-income family housing; as a result, many other family services are offered on that campus, including preschool and day care. The community feels proud of its school, which serves as a community center and helps ensure community safety.
9. An extensive Police Activities League program serves more than 1,000 children in the district's K–8 schools. Volunteer police officers work with the youngsters to build self-esteem and rapport with officers.

—Modesto city elementary and high school districts, telephone (209) 576-4041

From *Safe Schools: A Planning Guide for Action*. Sacramento: California Department of Education, 1995 Edition

Health. The idea that health is an essential ingredient of an effective school, basic to the process of learning, has gained growing acceptance and support. By promoting the health and well-being of children, the healthful school also helps to prevent serious and potentially costly problems, such as substance abuse and other negative, self-destructive behaviors, that might occur later in a child's life. A health-conscious school enhances not only children's learning but also children's potential to live healthy and productive lives as adults.

A healthful school is a place where each person feels safe and valued and has a sense of belonging. It is a place where students and adults can learn about and practice healthful behaviors, such as participating in physical education; eating nutritious and appealing meals and snacks; and obtaining, with family approval, health and counseling services. The school has developed prevention and intervention strategies to address drug-abuse prevention, suicide prevention, and child-abuse prevention. The school maintains respect for cultural traditions and practices related to health and works with families to ensure that students receive appropriate services.

The national Centers for Disease Control and Prevention (CDC) promotes the concept of a comprehensive school health program or system as a means to protect children and youths from the major causes of disease and injury. The CDC and the *Health Framework for California Public Schools* (Sacramento: California Department of Education, 1994) define comprehensive school health systems as having eight major components that are integrally related:

Health education. Students receive continuous health instruction in kindergarten through grade twelve that focuses on physical, emotional, and social health and promotes the development of long-term health-related behaviors.

Physical education. Students have opportunities every day to be active; to learn basic movement skills; and to participate in physical fitness activities, games, rhythm and dance, and sports.

Health services. Students receive assistance in identifying, obtaining care for, and managing illness, injuries, and long-term health conditions.

Counseling services. Students receive support and assistance in making health-conscious decisions, managing emotions, coping with crises, and setting short- and long-term goals.

Nutrition services. Students are offered nutritionally balanced, appealing, and varied meals and snacks in settings that promote social interaction and relaxation.

A safe and positive school environment. Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm.

Health promotion. All staff are offered wellness programs, health assessments, and assistance in promoting positive healthful attitudes and behaviors.

Parent and community involvement. Parents are supported and included as partners in the social development and education of their children. In addition, the school addresses the health of children and families by working collaboratively with agencies, community groups, and businesses.

SMART IDEA

Nutrition

Students eat more and behave better in class at Orangewood School (grades K–5) in the West Covina Unified School District. The credit goes to a "flip-flop" lunch schedule. Students play before lunch. Then they spend a full 20 minutes in the cafeteria at lunch, until the bell rings for the next class. Students realize they don't have to hurry to eat lunch. And plate waste has dropped. Teachers note that students' behavior is much better than it was under the previous, traditional schedule, under which they would play after lunch.

Partnerships

Throughout any community, there is a range of individuals who can and should contribute to helping students succeed at school. It is one thing for a school to advocate partnerships; it is another thing to create conditions that allow for effective participation. Thus, a key facet in fostering effective partnerships is to establish opportunities and procedures specifically to welcome and engage partners in the educational program. Another essential facet is to provide stakeholder development programs for school staff, families, and community members so that they have the skills to participate meaningfully in and promote collaborative partnerships.

School partners include school staff, students, parents and families, child and family-serving agencies, neighborhood and volunteer service organizations, businesses, colleges and universities, and other participants whose involvement is important to student's healthful growth, development, and academic results. The partnership is formed when these individuals, involved in a collaborative, ongoing, and equal working relationship, assume joint responsibility for meeting the needs of the "whole child" and improving student results. They receive and provide training on education and learning support issues and clearly understand their roles and responsibilities in the education sphere. They are typically the most qualified spokespersons to maintain communication and advocacy linkages with other members of the school community. At both the formal and the informal levels,

Individuals outside of the classroom also provide learning support to students. Among people to consider are:

- After-school and preschool personnel
- Bilingual specialists
- Computer specialists
- Counselors
- Custodians
- Drivers
- Educational technology specialists
- Food services personnel
- Gifted program specialists
- Health aides
- Interns
- Juvenile justice partners
- Kindergarten aides
- Librarians
- Music specialists
- Nurses
- Officers on campus
- Parents
- Physical education specialists
- Principals
- Psychologists
- Quality review team members
- Resource specialists
- Secretaries
- Speech therapists
- Tobacco prevention coordinators
- University mentors
- Volunteer coordinators
- Welfare workers
- Crossing guards

these partners come together to interact and share their common purpose of providing the best education for all students.

Several types of partnerships necessary to learning support strategies are described below.

School staff collaboration. Schools and categorical programs are particularly sensitive to changes introduced in the political arena. New research and social trends also have an impact on education. Changes in funding streams, new grant opportunities, budget cuts, and organizational changes occur, resulting in a flurry of activity to implement each change. For a school to maintain its focus and consistently support students in making progress toward meeting or exceeding standards and developing competency, it is critical that school staff are involved in master planning and that resources are effectively directed toward achieving a common set of goals. "School staff" includes administrators; teachers and other credentialed personnel; classified personnel; and volunteers in the preschool, regular school, and after-school programs. It includes child nutrition personnel, bus drivers, custodians, and psychologists and nurses—who are critical to student success but are sometimes mistakenly considered ancillary to the school's main mission. Frequent communication and collaboration will prevent staff from working at cross purposes or doing duplicative work.

Another important role of the collective school staff is to ensure that every student has a sense of belonging and feels connected to adults and other students. Some large schools accomplish this by organizing a "school within a school," which allows a smaller group of students, teachers, and other staff to work together in a "pod" or "home" over an extended period of time. Some schools go as far as designating a staff member to specific students to provide individual support and guidance. Both strategies result in more continuity and stronger teacher-student and student-student relationships.

Family-school partnerships. Research over three decades confirms the benefits of shared responsibility among the home, school, and community in children's learning and development. A prerequisite to effective partnerships with families is that all adults at the school value parents' roles in student learning and in the broad educational program. It is important that school staff respect families as the primary caregivers and teachers of children, recognize parents' shared interests, and work with parents to create better opportunities for every child to succeed in school and in later life.

The research indicates that there are six key roles in which parents, teachers, and school staff can support student achievement. These roles are fulfilled when:

1. Parents and educators learn how to support a child's growth and development and academic success in school through participation in parenting education classes and through increased opportunities for interaction with families.
2. Parents and educators participate continually in two-way communication between the home and the school regarding the student's academic progress, the school curriculum, and school programs.
3. Parents volunteer in the school or community in activities that extend and support students' learning, and educators learn how to use volunteers effectively to support teaching and learning.
4. Parents work with children at home to support the curriculum of the school, including the supervision of homework, and teachers support and help parents with ideas on how to work with their children at home in specific subject areas.
5. Parents and educators cooperate in decision making about a school's overall educational program and services.
6. Parents and educators collaborate with members of the community to secure needed services for families and school programs.

Strong family-school partnerships are in evidence when:

- Parents and family members feel welcome at the school and are comfortable communicating their questions, concerns, and impressions regarding their child's learning and development to faculty and support staff members.
- Parents are welcomed into the classroom and are provided opportunities to help students.

The benefits of families and schools working together—

For students:

- Higher grades and test scores
- Better attendance
- Completion of more homework
- Higher graduation rates
- More positive attitudes and behavior
- Preparation for work and careers
- Higher enrollments in postsecondary education

For families:

- More confidence in schools
- More self-confidence in the family
- A commitment to lifelong learning
- Improved advocacy for the child

For schools:

- Higher student achievement
- More support from families and the community
- Better reputation of the schools
- Improved teacher morale
- Safer school environment

- Parents are mobilized as problem solvers when their child has special needs. They are also viewed as a resource for other students and families.
- There is a family community center or similar designated area at the school.
- Parents who speak only languages other than English are linked with others of similar language and cultural backgrounds to assist with school programs.
- A variety of adult classes and support groups are available for parents to acquire knowledge and skills in useful areas of study.
- Family members are involved in support roles at school, act as advisers and advocates, and are decision makers in the school governance process. They receive training related to these various roles.
- Obstacles to parent involvement, such as scheduling issues, transportation, and child care, are minimized.
- An active outreach program for hard-to-involve students and families is in place.

In general, effective efforts to involve families are long-lasting, well-planned, and comprehensive in that they offer families a variety of ways to be involved in their children's education, as mentioned above. See the Resources section and the article by Joyce Epstein, "School/Family/Community Partnerships: Caring for the Children We Share," for specific activities to support the six roles described in this section.

Resource: Family-school compacts

Family-school compacts are an effective tool for promoting close working partnerships between families and schools. Compacts are agreements between the families and schools that identify how parents, students, and school staff will work together to ensure a student's success in school. IASA requires all schools that receive Title I monies to adopt family-school compacts. The "Family-School Compacts Challenge ToolKit" answers basic questions about compacts; provides sample compacts; includes a bibliography of relevant research; and suggests a collaborative process for developing, implementing, and assessing the effectiveness of compacts.

School-community partnerships. Productive school-community partnerships evolve from an understanding of the mutual benefits of such a relationship. Positive outcomes might include:

- Opportunities for students in service-learning and school-to-work experiences; recreational and cultural activities; and mentoring
- A safer campus resulting from partnerships between law enforcement and adults on campus
- An influx of volunteer support and other resources when businesses and organizations "adopt" a school
- Comprehensive health and social services for students and their families
- High-quality preschool and school-age extended day programs

Positive community outcomes include:

- Competent students who have the skills and personal characteristics to contribute to the community
- Reduced costs from intensive interventions when the school is able to ameliorate problems early in a student's career
- Use of the school site as a community center
- Student volunteers for community events
- Qualified education personnel who serve on community policy boards

Steps that schools can take to stimulate and sustain school-community partnerships include the creation of programs to stimulate community involvement and support; development of a system to train, screen, and maintain volunteers to provide direct help for staff and—especially—targeted students; sponsorship of events to enhance school-community linkages and a sense of community; and regular communication with stakeholders in the community, such as the school board, county board of supervisors, city council, advocacy groups, and professional and social organizations.

California's Healthy Start initiative and Title XI of the Improving America's Schools Act (IASA) promote school-community partnerships for implementing coordinated services for students and their families. Healthy Start is one of the largest efforts nationwide to improve results for children and families by restructuring service systems to provide comprehensive and integrated services linked to schools. Less than three years after implementation, Healthy Start operational sites report the following schoolwide results:

- Improved standardized test scores for grades one through three; improved parent participation; and a reduction in student mobility
- Decreased school violence, suspension rates, unexcused absences, and grade retentions

Results for intensively served children and families include:

- Improvements in meeting families' basic needs, such as food, clothing, health and dental care, child care, and transportation
- Employment increases of up to 7 percent for high school-age and older youths
- Educational gains, such as improved classroom behavior among elementary schoolchildren, improved grades (with the largest gains in the K–3 age group and those with the lowest grades to start), and a 12 percent decrease in student mobility

Title XI (Coordinated Services) of the IASA presents an opportunity for local educational agencies to use a portion of their IASA funds to plan a process for integrated, school-linked services. Coordinated services projects can provide educational, health, social, and other supports and services to enable children to achieve in school and to stimulate a more active role of parents and community members in children's education.

SMART IDEA

Community Partnerships

Model School Garden Project

The pamphlet "Worms, Worms, and More Worms" and the brochure "There Are Sunflowers at My School!" are popular resources at the more than 1,000 schools with gardens. A school-garden comprehensive nutrition program is being created by the St. Helena Unified School District in conjunction with the St. Helena Culinary Institute of America at Greystone, the California Foundation for Agriculture in the Classroom, the California Department of Education, local businesses, and the U.S. Department of Agriculture. The project focuses on:

The Coordinated Services Project of the Los Angeles Unified School District is aligned with its major education reform initiative, LEARN (Los Angeles Education Alliance for Restructuring Now). The district model focuses on student achievement attained with the combined support of representatives in curriculum and instruction, government and management, and learning support and coordinated services. The goal is to move from single sites and small clusters to full-scale coordinated services and supports for all schools in the district. Existing school-based health clinics, Healthy Start sites, and family centers provide the foundation for the initiative. Los Angeles Unified School District organizes around regional "high school complexes" that cluster together elementary, middle, and high school "families." The Coordinated Services Project/Title XI is linked with other related initiatives, such as the City of Los Angeles' plan for a $9–$11 million expansion of family resource centers.

(1) The availability of healthful food for nourishment, improved learning, and promotion of healthy dietary habits

(2) Nutrition education and training to provide vital information for students, child nutrition personnel, teachers, and families to make wise food choices for a nutritious diet

(3) Family and community partnerships that attract business members to support the planning, construction, and maintenance of the school garden. These partners enrich the educational program by fostering multicultural understanding, linking the nutrition project to curricula in math, science, and language arts, and acquainting students with careers in food, nutrition, and landscaping.

Refer to the Learning Support Resources at the end of this section for school garden resources.

—Napa County, St. Helena Unified School District,
St. Helena Elementary School

Service Learning—Elementary Level

In response to a need expressed by community members, an elementary school weaves an ongoing service project with the elderly at a nearby senior care facility into the science and social sciences curriculum of a fourth grade class. In science, the students study human anatomy and the aging process; in social sciences, the students organize a fashion show for their elderly friends using Native American apparel and jewelry, which they study as part of the California history curriculum. Activities such as reading to their senior friends and transcribing letters to family members for those who need assistance reinforce the reading and writing skills and abilities of the fourth grade students. The students create a video scrapbook that reflects what they experience and accomplish through their service-learning activities.

Service Learning—Middle Level

Middle school students survey their school community to determine the needs associated with a school beautification project. They hope to build a sense of community pride and improve the physical surroundings of the school and neighborhood. A seventh grade science class works with its teachers and with staff members from local conservation organizations to design, create, and maintain a garden located in a deserted lot in the back of the school. This becomes an on-campus community garden that consists of native California plants and ecosystems and is used as a focal point for the study of geology, ecology, and agriculture. Staff members from the conservation agency assist the class by providing supplies and educational materials. Based on their service experience, students learn valuable lessons in local environmental science, geology, agriculture, and ecology and participate in small group discussions about other environmental issues that affect them.

Personalized Assistance

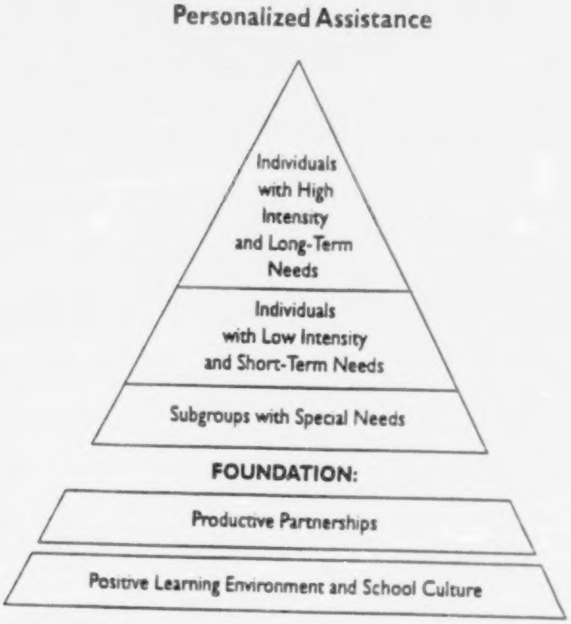
"... the promotion of healthy development and positive academic, social, emotional, and physical functioning is the best way to prevent many problems and is a necessary adjunct to corrective interventions."

—Howard Adelman, Ph.D., Professor of Psychology, University of California, Los Angeles

Schools need to be prepared to support students as individuals with varying educational, cultural, physical, and emotional needs and to provide assistance or facilitate the delivery of an array of services to help students achieve high educational levels. It is important that faculty, guidance staff, support staff, and parents share responsibility and are proactive in identifying and responding to students who are insufficiently challenged or who are having difficulties in school. When teachers, school support staff, and families learn to intervene early, there is less need later for costly and intrusive services.

Teachers, students, and parents should have access to specialized teachers, counselors, school psychologists, and other experts to participate in improving the educational program and in removing barriers to learning. Often these personnel make up a study team that works with students and their families to develop and monitor a plan for assistance from a variety of school staff and family members. When appropriate, community service providers, such as probation officers, public health nurses, youth service center staff, or staff at suicide prevention centers, may need to work with the school in assisting a student.

Although a firm foundation of a positive learning environment, school culture, and productive partnerships decreases the need for personalized assistance, almost every student and family needs additional assistance at some time during the student's school career to maximize the student's opportunity to be a successful learner. Some forms of assistance are extensions of school-based activities and practices, such as literacy enrichment sessions. Sometimes formal interventions involving juvenile justice are required. The need for personalized assistance may be indicated on the discovery that a student or group of students need a more accelerated curriculum or an opportunity to pursue an artistic talent. On the other hand, personalized assistance may be necessary to elevate the academic results for a particular student group or to sustain an individual whose family is in crisis. The key to providing successful personalized assistance is to act early; the measure of effectiveness is improved student results. Three major categories of personalized assistance are described as follows:


Personalized Assistance
Individuals with High Intensity and Long-Term Needs
Individuals with Low Intensity and Short-Term Needs
Subgroups with Special Needs
FOUNDATION:
Productive Partnerships
Positive Learning Environment and School Culture

Personalized assistance for groups with special needs. A group of students may be determined to need a certain type of assistance following an analysis of student work and test results or after teachers' and parents' assessments of students. For some groups, generalized additional opportunities for English language learning, Gifted and Talented Education strategies, pregnant and parenting student programs, or established special education interventions are sufficient. In other cases, a careful analysis of disaggregated data and other evidence may reveal that, in addition to providing academic support for a particular group, the school may need to address root causes or sensitive issues, such as substandard teaching or low expectation in some courses for some groups of students.

SMART IDEA

Personalized Assistance for Groups

"Twilight" Classes Boost Academic Success

A school reform effort links Title I of IASA and Healthy Start programs at four elementary schools by providing classes for academic assistance and related counseling. Programs include a parent-participation preschool; an after-school tutoring and homework club staffed by volunteer adults and high school students; and adult education classes, such as ESL, GED, and citizenship. Also, there are parent workshops and seminars on topics such as family literacy, how to raise smart kids who stay out of trouble, how to improve children's health and nutrition, and how to use social services to resolve school-related problems. Classes are held three nights each week from 4 to 7 p.m and are conducted in the five major languages spoken in the district. Overall attendance is high with participants evenly divided between parents and students.

—Sacramento County, Elk Grove Unified School District

Gifted and Talented Education

Highly gifted students whose thought processes are significantly advanced often feel alienated and lonely at school. Grouping gifted students together for periods of the day can give them an opportunity to talk with others who have had similar experiences and help them make social as well as academic adjustments.

Organizing an advanced minicourse to develop special talents in students can bring together a diverse group of students with a common need for challenges. A letter from a mother in Fall Joint Unified School District in Burney, California, described the increased self-confidence and social adjustments that resulted when her son, who is gifted and eligible for special education services, was enrolled in Gifted and Talented Education music courses.

Migrant students are often at risk for school failure because of frequent interruptions in their schooling. The Education Program for Gifted Youth developed at Stanford University provides advanced courses on CD-ROM for gifted and other potentially high-achieving students. Because the course is portable—the CD can travel with the student—this type of individualized, self-paced instruction is ideal for students who move a lot or who attend rural, small schools where only one or two students might be ready for an advanced course.

Individuals with low-intensity or short-term needs. Nearly every student will have a particular need during his or her academic career that requires assistance of limited scope. For one student, it will entail tutoring in one subject area for one year. Another student may benefit from a mentoring relationship. A family that encounters short-term unemployment may require financial support for school activities or for basic food and clothing needs for only a few months. A traumatic event that impacts the whole student body requires intensive group and individual counseling services for many students and a communitywide crisis intervention response and follow-up care. The need for this type of personalized assistance is largely unpredictable. Establishing and maintaining a support network of teachers, counselors, other school staff, peer leaders, families, and community partners helps to ensure that resources can be mobilized to meet the wide variety of students' low-intensity or short-term needs.

> "While no substitute for the other elements of a fully functioning community, especially jobs and a strong economy, a profamily system of integrated services provides a critical buffer for at-risk youths and many of the opportunities necessary to help every young person meet his or her potential."
>
> —*Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*

SMART IDEA

Early Mental Health Initiative

Each year, the Department of Mental Health (DMH) awards Early Mental Health Initiative (EMHI) grants to local educational agencies to implement mental health intervention and prevention programs for children in kindergarten through third grade. The goals of EMHI are to ensure that children experiencing minor school adjustment difficulties increase their self-esteem and personal competency and enhance their social and emotional development in order to succeed in school and to minimize the need for intensive and costly social services as they grow older.

The Primary Intervention Program (PIP) is the most widely used EMHI model. PIP is designed to work with young children who exhibit behaviors likely to cause difficulties later in life. Children receiving services through the PIP model participate in an individual session once a week for 30 to 40 minutes in a specially equipped playroom. Services usually last only 12 to 15 weeks. The children develop problem-solving skills, self-esteem, and confidence through weekly interactions with a paraprofessional supervised by a credentialed mental health professional.

During 1996-97, DMH funded programs at 561 schools in 170 districts located in 45 counties throughout California. For more information, call (916) 654-2147.

Individuals with high-intensity, long-term needs. In every school, some students and their families struggle with issues that involve multiple agencies (such as student truancy coupled with parents' long-term substance abuse). For these students, it is important that the school is prepared to provide a gateway to comprehensive family-centered supports and services. This capability usually necessitates a designated coordinator, a family case management team (which may be an expanded student study team), and committed partnerships among the school, families, public agencies, and community-based service providers. Healthy Start local initiatives and IASA Title XI coordinated services projects are particularly effective in working with families to address these more complex situations.

Learning Support and the Improvement Process

The remainder of this section provides suggestions and resources related to learning support and the improvement process, with a focus on:

- Whom to involve
- Useful data
- Analysis and the establishment of priorities
- Resources for implementation

Whole school, whole community. When investigating where improvements are needed in the learning support arena, make sure you are involving people who are engaged in other school improvement plans and initiatives. A single comprehensive school plan with input from various teams and stakeholders is a powerful tool. People who may be able to provide leadership and insight into the school's learning support resources and needs include parent groups, the teams writing the School Improvement Program and the Local Improvement Plan for IASA funds; the Healthy Start collaborative; the Safe School Planning Committee and Safe and Drug-Free Schools Regional Advisory Council; and your school's leaders in SB 1274 restructuring, Goals 2000, Distinguished Schools, Achieving Schools, and Pupil Services. Master planning with all of these groups will provide a comprehensive approach to school improvement and a more effective use of resources.

Because the long-term task is to help families, neighbors, and communities support young people and the environments in which they grow, there needs to be an investment, not in short-lived, problem-specific programs, but in community organizations; in civic, cultural, and neighborhood associations; and in the larger economic, physical, and social infrastructures. Communitywide improvements are more likely to occur when educators work in collaboration with other systems reform efforts, such as those initiated by Senate Bill 997 (countywide interagency planning councils for child, youth, and family services), family support and preservation efforts by local social services agencies, and personnel of Systems of Care, a local mental health agency.

Indicators, data, evidence. The collection and analysis of work samples from individual and special-group students is the focus of the Program Quality Review. However, in the course of evaluating student work, you will encounter academic results that may be difficult to explain based on teaching alone. Why does Nazarah have a long-term excuse from physical education even though she shows no signs of a health problem? (Is a cultural prohibition involved or is she intimidated by the competitive activities?) Why does Shannon miss the first hour of school three days out of five? (Is it because she is not being challenged or because she has responsibilities at home?) Why are Eli, Kenyatta, and Troy not progressing in a classroom where most students are performing extremely well? These questions prompt the collection and examination of additional evidence around a myriad of factors that impact students' ability to learn. Answers to these questions help to ensure that the correct conclusions are drawn to explain students' performance and behavior. A review of additional data elements will help the team determine the root causes of behaviors or identify special strengths or needs. This analysis will also enable the team to make informed decisions about what individual and schoolwide learning support strategies may need to be employed or improved.

Different data are collected and maintained by various school and district staff and community partners. It is important to have an agreement that allows the sharing of the "need to know" information among those serving students and their family members so that the school and each service provider involved may participate in delivering comprehensive learning support. The Healthy Start Field Office, listed under "Learning Support Resources" at the end of this section, can provide helpful information about confidentiality agreements.

Useful data readily available at the school or district include:

- Assessments from teachers, counselors, and parents
- Records on attendance and student mobility
- Records on referrals for counseling, student study team, family case management, or discipline
- Suspension and expulsion reports
- Health information records
- Information of parents' participation in parent/teacher conferences and family-school compacts
- School crime reports and safe school questionnaires
- Records on extracurricular activity and after-school program participation
- Surveys and reports of student, family, teacher, and newcomer satisfaction
- English language learner data
- Eligibility data for free and reduced-price meals and school meal participation

SMART IDEA

Healthy Start Evaluation Guidebook

The Department of Education has built the Healthy Start evaluation around a dictionary of data elements and data standards used in existing human service and education data systems. *The Healthy Start Evaluation Guidebook* identifies specific indicators of expected results that may help a school team study the integrated services delivered at the site for students and their families. Specifically, the guidebook focuses on nine student-results clusters: education, health, basic needs, teen parenting, child welfare, family functioning, youth crime, youth development, and adult education. By collecting data on these specific areas during the three-year Program Quality Review, a school can document the services that have benefited the school's students and their families.

Analyzing and prioritizing with the help of learning support indicators. Just as essential questions help guide the analysis of student work, learning support indicators may help the team focus on a "big picture" assessment of the school's learning support component. The Sample Learning Support Self-Assessment and Summary, included in this section, lists learning support indicators that are useful in this process. Examples of learning support indicators and the types of evidence that might be collected are described in the following chart.

Learning support for student success. In conclusion, the success of learning support strategies is measured in students' ability to meet or exceed established academic standards and achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency; or the degree to which students make progress toward these educational goals. Although improved attendance, increased parental participation at back-to-school night, and reduced family mobility are encouraging signs for potential student success, these achievements are not the end goal for determining the effectiveness of improvements made in learning support. The evaluation should focus on results (measurable changes in the student's competence, such as the ability to read; or in the student's condition, such as physical health status). These are the same measures used in evaluating improvements made in instructional strategies.

LEARNING SUPPORT INDICATOR	CURRENT EVIDENCE
Students, families, and school staff believe that their school is safe, secure, and health-oriented.	1. Parents report students smoking on their way to school, but we have not figured out the best way to respond to this problem. 2. The School Crime Report indicates a 50 percent decrease from the previous year in vandalism occurring on campus. 3. We have a strict competitive foods policy that is adhered to by all.
The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.	1. Twenty-five students have mentors from the UC campus, and there are no students on the referral or waiting lists. 2. All sixth graders participated in a service-learning experience through one of five different participating businesses or agencies. 3. Sixteen local business representatives participated in Career Day. 4. The community college and two landscaping businesses provided supplies for the school garden project and awareness sessions about careers in agriculture and landscaping for all fifth graders. In connection with the language arts curriculum, students communicate through electronic mail with these college and business volunteers.
The school staff has a close partnership with law enforcement agencies, health, mental health, and social services providers from within and outside the school to ensure coordination of services to students and their families.	1. The family case management team meets at the school twice monthly and has facilitated comprehensive services and follow-up for seventeen families. Students from these families have improved attendance records. Eight families are on the referral list to be served. 2. The school nurse, psychologist, speech therapist, and repositioned county child welfare worker are scheduled on different days, making information-sharing and service coordination difficult. 3. We have mapped out the support services available to families through the school and many local agencies and have worked with these agencies to coordinate the services in four key service areas: dental health, child care, after-school recreational programs, and emergency food and clothing assistance. Literacy support is a key area in which the services are still fragmented.
Individual students and groups of students are expected and supported to meet the same content and performance standards. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups.	1. We have compiled and analyzed student work and test data and reported disaggregated student results. 2. We have collected attendance, mobility, discipline referral, and other student behavior data, but the data are not disaggregated.

NOTES ON USING THE OPTIONAL "SAMPLE LEARNING SUPPORT SELF-ASSESSMENT AND SUMMARY" WORKSHEET

As your team participates in the self review process, the "Sample Learning Support Self-Assessment and Summary" worksheet with its list of indicators may be especially useful at two points in the process:

1. In step 6, as the team collects and analyzes student data, review the indicators listed in the "Sample Learning Support Self-Assessment and Summary" and use this form as a worksheet to summarize evidence of the school's effectiveness in the learning support component.

2. In steps 9 and 10, as the team develops the improvement plan, write recommendations for improving learning support strategies that logically follow the findings gathered in steps 6 and 7 and the analysis in step 8. Determine which of these recommendations should become part of the improvement plan. Teams may not document evidence in all categories. However, the improvement planning process (step 9) should address the high-priority learning support areas selected for improvement.

It is important that the review of learning support reflects the demographics of the student population and that "learning support" evidence is disaggregated for students in the same way as the student academic work. This process will enable a comparison and analysis of student academic work *and* learning support so that more meaningful conclusions are possible. All teams, during their self review, should assess the learning support provided to *all* students as well as representative evidence of learning support for individuals in the *disaggregated* school population. Please refer to the subsection titled "Analyzing and prioritizing with the help of learning support indicators" for examples of evidence for several of the learning support indicators.

Resources, "Smart Ideas," and learning support descriptors provided in this section may be helpful to you as you assess the school's learning support component.

SAMPLE LEARNING SUPPORT SELF-ASSESSMENT AND SUMMARY

(This is an optional tool)

LEARNING SUPPORT INDICATORS	CURRENT EVIDENCE	RECOMMENDATIONS FOR IMPROVEMENT PLAN
Learning Environment and School Culture		
1. A common vision for student learning was developed with the participation of all segments of the school community: administrators, teachers, students, families, paraprofessionals, and community leaders who reflect the diversity of the student population.		
2. The school's leadership, including families and community members, encourages and celebrates excellence. High expectations for students' intellectual, vocational, civic, ethical, cultural, emotional, and physical competency are reflected in the goals and grade-level standards.		
3. Within the school community, communication is open, clear expectations for behavior and performance are well-known and accepted, and everyone receives fair and equitable treatment.		
4. The needs of all students are addressed as they progress through grade levels and make the transition from program to program and school to school.		
5. Teachers are supported through professional development, including the area of learning support strategies, and are recognized for making exceptional and effective efforts with students.		
6. Students, families, and school staff believe that their school is safe, secure, and health-oriented.		
7. Necessary resources, including those from the community as needed, are provided to ensure that the school buildings, classrooms, and grounds are clean, in good repair, and reflect pride in school and student work. Learning support is delivered in a comprehensive, integrated manner. There is an appropriate balance in spending for positive child and youth development and personalized assistance.		

LEARNING SUPPORT INDICATORS	CURRENT EVIDENCE	RECOMMENDATIONS FOR IMPROVEMENT PLAN
Partnerships		
8. Families and students are viewed as critical members of the school leadership team, participate as decision makers, and share responsibility in all significant aspects of the school system.		
9. Families are actively involved in a variety of options for contributing to the school's and student's success. Families volunteer at the school and receive guidance in ways to support their student(s) in learning.		
10. Students and their families receive communications and services that are culturally and linguistically appropriate.		
11. The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.		
12. The school staff has a close partnership with law enforcement agencies and with health, mental health, and social services providers from within and outside the school to ensure coordination of services to students and their families.		
13. All students are empowered to achieve the schoolwide standards and expectations through the staff's effective use of the resources of and for culturally diverse families and community members.		
14. School staff, families, and community partners receive training in working together effectively on behalf of all students.		

LEARNING SUPPORT INDICATORS	CURRENT EVIDENCE	RECOMMENDATIONS FOR IMPROVEMENT PLAN
Personalized Assistance		
15. Individual students and groups of students are expected to meet the same content and performance standards and are supported in this effort. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups.		
16. Each student is supported with appropriate resources to ensure articulation and successful transitions.		
17. Each student's academic, behavioral, and attendance needs are met by the administrators, teachers, counselors, families, students, and community partners who work together to design and implement strategies to meet these needs.		
18. The school provides assistance or facilitates access to supports and services that are required by students and families to ensure that each student has an opportunity to achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency.		

Learning Support Resources

The following list of materials and resources corresponds with the areas of learning support described in this section. The publication data were supplied by the School Support Teams unit. Questions about the availability of materials or the accuracy of the citations should be addressed to the School Support Teams unit at (916) 657-5197.

To order resources published by the California Department of Education, contact the Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271; telephone (916) 445-1260, fax (916) 323-0823. For credit card purchases, call 1-800-995-4099.

Challenge Tool Kits. (1997) The kits include insightful information about creating safe schools, family-school compacts, school facilities, service learning, site-based decision making, and student activities. Available from the California Department of Education. For information on availability, call (800) 995-4099.

Healthy Start Evaluation Guidebook. (1996) This guidebook offers a results-based evaluation and includes plans for its development, resources for getting started, and report forms with explanations of reporting requirements. Prepared by the Healthy Start Office, (916) 657-3558.

Planning Packet. (1994) The packet includes an in-depth discussion of activities that bring together a planning team to create a shared vision and manage the planning process. Also included is a comprehensive discussion of a community needs assessment as well as tips, tools, and activities to help in conducting such an assessment. Prepared by the Healthy Start Field Office, (916) 752-1277.

Quality Review Self-Study Items. (1996) Prepared by Howard Adelman, Ph.D., University of California, Los Angeles. These items include self-assessment questions in support of transitions, classroom enabling, crisis assistance and prevention, home involvement in schooling, community outreach, student and family assistance, and restructuring of support services. Available from the Healthy Start Field Office, (916) 752-1277.

Learning Environment and School Culture

Benard, Bonnie. *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Portland, Oreg.: Western Regional Center for Drug-Free Schools and Communities, 1991.

Benard, Bonnie. *Fostering Resiliency in Urban Schools* (1995). San Francisco: This compendium of papers is available from WestEd, (415) 565-3000.

Benard, Bonnie. *Turning the Corner—From Risk to Resiliency* (1993). San Francisco: A compendium of articles also available from WestEd. ($6 plus tax; call (415) 565-3000.)

Continuity for Young Children: Positive Transitions to Elementary School. Sacramento: California Department of Education, 1997.

Kids' Time: A School-Age Care Program Guide. Sacramento: California Department of Education, 1994; and *Kids' Time: Planning School-Age Care Activities* (Video). Sacramento: California Department of Education, 1996. This booklet and video identify exemplary school-age care programs in a variety of settings. They guide caregivers in program development and offer suggestions for enriching existing programs.

Organizing a Successful Parent Center. Sacramento: California Department of Education, 1994. This booklet helps educators, parents, and community leaders strengthen schools by launching an effective parent center. Planning information, funding opportunities, basic equipment and supplies, and staffing are discussed.

Pittman, Karen J. *Preventing Problems or Promoting Development: Competing Priorities or Inseparable Goals?* (np) The Center for Youth Development and Policy Research, 1995.

Pittman, Karen J., and M. Cahill. *Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Policies, Structures, and Collaborations*. (np) 1992.

Safe Schools: A Planning Guide for Action. Sacramento: California Department of Education, 1995. This document examines safety considerations and ways to develop comprehensive school safety plans by forming partnerships with law enforcement and community agencies.

School Gardening Resource Packet. California Department of Education, Child Nutrition and Food Distribution Division, Nutrition Education and Training Program, (916) 322-4792.

"There Are Sunflowers at My School" (brochure). California Foundation for Agriculture in the Classroom, February, 1994.

Volunteer Programs in California Public Schools. Sacramento: California Department of Education, 1994. Volunteer programs benefit teachers, students, parents, and volunteers. The wide-ranging roles that volunteers play in public schools are revealed in this book through descriptions of exemplary volunteer programs in place throughout the state.

"Worms, Worms, and More Worms" (pamphlet). California Integrated Waste Management Board, April, 1996.

Partnerships

Baker, Thomas, and Ignacio Rojas, Jr. *Resources for Connecting Families and Schools* (1995). An annotated selection of publications and materials for building family-school-community partnerships. 1995, (916) 657-5250.

California Strategic Plan for Parental Involvement in Education. Sacramento: California Department of Education, 1992. Various levels of parent involvement in schools and ways to cultivate partnerships with families are discussed in this book.

Culture and Family-Centered Practice. Family Resource Coalition, National Resource Center for Family-Centered Practice, 1995. (312) 341-9361.

Ensuring Student Success Through Collaboration. Washington, D.C.: Council of Chief State School Officers, 1992. (202) 408-5505. The importance of coordinated services in education reform is stressed in this compilation of visionary articles.

Epstein, Joyce L. "School/Family/Community Partnerships," *Phi Delta Kappan,* May, 1995. A summary of the theory and framework of these partnerships and guidelines that can assist schools in building them are provided in this article.

Strong Families, Strong Schools: Building Community Partnerships for Learning. Washington, D.C.: U.S. Dept. of Education, 1994. This publication provides a research base for family involvement in learning.

Personalized Assistance

Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities. Sacramento: California Department of Education, 1994. This booklet can help teachers and program directors to develop curricula that provide sufficient depth, complexity, novelty, and acceleration for advanced and gifted students.

Every Student Succeeds: A Conceptual Framework for Students at Risk of School Failure. Sacramento: California Department of Education, 1994. This publication presents sound educational theory and practices for ensuring that all students succeed in school and are prepared for the job market and a changing society.

Family-focused Case Management Assessment Tool. (1994) This tool helps educators to gain an overall picture of a school site's progress to date in planning or implementing a family-focused case management system, to identify strengths and weaknesses, to prioritize areas that need further development, and to describe brainstorming strategies useful in developing these areas. Prepared by the Healthy Start Field Office, (916) 752-1277.

Healthy Start Sustainability Resource Packet. A compendium of financial planning tools and information on funding sources.

School Safety

Healthy Start Works. This newsletter is published by the Healthy Start Field Office and provides articles related to school-integrated supports and services, as well as information on events and resources. For subscription information, call (916) 752-1277.

Melaville, A. I., and M. J. Blank. *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services.* Washington, D.C.: Education and Human Services Consortium, 1993. A five-stage framework and illuminating milestones and land mines are included in this publication to help partners collaborate and develop their own processes for changing complex systems.

Resources in the California Department of Education

Child Development
Child Development Division
560 J Street, Room 220
Sacramento, CA 95814
(916) 322-6233

Grants and assistance for child development programs, including preschool and after-school programs

Health
Comprehensive School Health Program Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 657-3450

Comprehensive health, health education, physical education, and HIV/AIDS prevention education activities

Drug, Alcohol, and Tobacco Abuse Prevention
Healthy Kids Program Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 657-2810

Drug, alcohol, and tobacco abuse prevention grant programs and strategies

Gifted and Talented Education (GATE)
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 657-5257

Healthy Start Initiative (School Integrated Services) and Improving America's Schools Act, Title XI (Coordinated Services)
Healthy Start Office
721 Capitol Mall, 5th Floor
Sacramento, CA 95814
(916) 657-3558
http://goldmine.cde.ca.gov/cyfsbranch/lsp/hshome.htm

Grants and assistance on school integrated supports and services to assist children, youths, and families

Homeless Children Services
Elementary Instructional Resource Networks
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 654-0071

Grants and assistance on education services for homeless children and youths

Nutrition Education and Services
Child Nutrition and Food Distribution Division
560 J Street, Room 270
Sacramento, CA 95814
(916) 445-0850
http://goldmine.cde.ca.gov/cyfsbranch/lsp/famhome.htm

Healthy school meals, nutrition education and training, and supportive partnerships

Safety
School Safety and Violence Prevention Office
560 J Street, Room 260
Sacramento, CA 95814
(916) 323-2183
http://goldmine.cde.ca.gov/spbranch/safety/safetyhome.html

Conflict resolution, school violence reduction, Safe School Plan, truancy prevention, school/law enforcement partnerships, school/community violence intervention, prevention grants, and assistance

Teenage Pregnancy Prevention and Intervention
Family and Community Partnerships Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 653-3768
http://goldmine.cde.ca.gov/cyfsbranch/lsp/famhome.htm

Educational programs to delay sexual activity, reduce teenage pregnancy, and support pregnant and parenting students

Other resources for learning support are available from the following offices: county agencies, nonprofit agencies, local law enforcement agencies, juvenile justice coordinating councils, social services agencies, county health departments, county offices of education, mental health departments, service delivery areas, Private Industry Council, Employment Development Department, and community colleges.

California Department of Education Websites

General Department information

http://goldmine.cde.ca.gov/cyfsbranch/lsp/divhome.htm

This is the gateway to information posted by the CDE on a variety of topics.

Healthy Start and family and community partnerships

http://goldmine.cde.ca.gov/cyfsbranch/lsp/famhome.htm

The Healthy Children, Youth, and Families homepage offers a wide range of news, publications, documents, and clickable directories, including Healthy Start and Family and Community Partnerships, which are updated regularly. A link to the Healthy Start Field Office gives browsers the ability to subscribe to the ListServe without leaving the website. Future Healthy Start developments will include on-line forms and interactive news groups. The Healthy Start Family and Community Partnerships Directory links the user to information regarding teen pregnancy prevention and intervention, foster youth services, CalServe service learning, parent involvement, and intergenerational education.

HandsNet. (408) 257-4500.

http://www.handsnet.org

This nonprofit human services network provides access to the Children, Youths, and Families Forum, a current online library of information dedicated to educational issues, comprehensive community-building strategies, youth and early childhood development, hunger and nutrition, and child welfare.

Other Sources

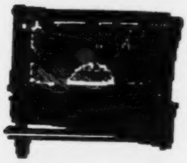
Bureau of Publications, Sales Unit, California Department of Education, telephone (800) 995-4099. Ask for a free *Educational Resources Catalog.*

California Tomorrow. (415) 441-7631. Ask for its catalog of publications on diversity, community, and immigration topics.

Healthy Kids Resource Center. (510) 670-4581. Resources for comprehensive school health programs are available on a free loan basis to all educators and child care and child nutrition professionals.

Healthy Start Field Office, University of California, Davis. (916) 752-1277. The Healthy Start Field Office houses a resource center for information about Healthy Start and school-linked, coordinated services. Telephone the number listed above to obtain a list of free and low-cost items, including forms and procedures used by various schools and districts.

California Department of Education



The Healthy Start Initiative

click here

for Spanish version

The Healthy Start Support Services for Children Act (SB 620, Presley, 1991), is California's first statewide effort to place comprehensive support services for children and families at the school site. Healthy Start, the cornerstone of the Governor's 1991 initiatives for prevention and early intervention programs for children, authorizes the Superintendent of Public Instruction to award planning and operational grants annually to local education agencies and their collaborative partners to provide school-linked integrated health, mental health, social, educational, and other support services.

Healthy Start brings together schools, school districts, county offices of education, health and human services agencies, county governments, nonprofit organizations, businesses, and others to focus their collective energy, expertise, and resources on responding to the needs presented by children, youth, and families in the school community.

The intent of Healthy Start is to improve the lives of children and families by:

- Creating learning environments that are optimally responsive to the physical, emotional, and intellectual needs of each child.

- Fostering local interagency collaboration and communication to more effectively deliver education and support services to children and their families.

- Encouraging the full use of existing agencies, professional personnel, and public and private funds to ensure that children are ready and able to learn, and to prevent duplication of services and unnecessary expenditures.

- Building on the strengths of children and families and providing and enhancing opportunities for parents and children to be participants, leaders, and decision-makers in their communities.

GOALS

California's Healthy Start was developed to improve the lives of children and families. To achieve this goal, local Healthy Start initiatives are restructuring service systems to be:

Family Focused

The Healthy Start focus on families is rooted in a conviction that the needs of children are inseparable from the well-being of families. Families are the first and usually the best providers for their children's health and welfare. Children are unlikely to prosper unless their families do. Therefore, a goal of Healthy Start is to strengthen and support the family unit, as well as the individual members within it. Embedded in this goal is the recognition of family members as partners in service, rather than the more traditional view in which professionals "do for" families. The aim is to build families' capacity to make their own decisions, chart their own course, and obtain needed supports and services.

Accessible

Schools are a key place where the needs and strengths of children and youth are known and where they can most easily be served. Students and their families are more likely to use services that are close by and that are associated with the school, rather than an unfamiliar service agency that may be miles away.

Local Healthy Start initiatives are both school-based and school-linked. Services are provided on the school campus, such as counseling, while other more intensive services, such as comprehensive medical services, may be provided off site.

Accountable

Local Healthy Start initiatives strive for measurable improvements in the lives of students and families in areas such as school attendance, academic success, self-esteem, vocational accomplishment, health and mental health, and family functioning. Based on findings of a community assessment, local Healthy Start collaboratives identify the high-priority needs of children and families in the community and address the areas that are most within the initiative's power to improve.

Comprehensive

Local Healthy Start initiatives may provide a variety of support services that respond to a full range of needs. Services may include immunizations, dental services, health services, counseling, parenting education, family preservation services, nutrition services, academic support services, recreational activities and informal supports. Sites work to integrate services, changing systems to meet families' needs in a holistic, rather than categorical, way.

Preventive

The current system of support services is structured to provide support only after problems become severe. Healthy Start efforts are focused on preventing problems from occurring and promoting wellness for all children and families. Local initiatives devise comprehensive strategies for achieving the stated goals for children and families that span the continuum from primary prevention through crisis intervention and follow-through, taking into account formal and informal supports.

Locally Controlled

Local Healthy Start initiatives are designed and governed by a local collaborative body. Healthy Start builds upon the experience of other states and current initiatives in California which show that a dramatic restructuring of current delivery systems, including the formation of new collaborative partnerships, is needed for effective service delivery to children and their families. The Healthy Start local collaborative brings together the key people, agencies, and service providers in the areas of health and human services, city and county government, education, and the community to create family-focused service delivery systems at or near school sites. The local collaborative conducts community assessments, establishes goals, sets priorities, determines outcomes, develops implementation strategies, assesses the effectiveness of the program, and governs the local initiative. The success of local Healthy Start initiatives depends largely on the strength and success of the collaboratives.

Reform Centered

Healthy Start shares with school reform efforts the goal of improving educational performance. Healthy Start builds on the learning activities that foster the child's social, emotional, and cognitive development.

CALIFORNIA'S HEALTHY START EVALUATION RESULTS

Schoolwide Results (40 cohort sites/128 schools)

Statistically significant schoolwide improvements were achieved in:

- Standardized tests scores for grades one through three.
- Parent participation.
- Reductions in student mobility.

Trends are apparent at Healthy Start sites in:

- Decreases in school violence.
- Decreases in the suspension rate and unexcused absences.
- Decreases in grade retention.

Results for Intensively Served Children and Families* (65 cohort 1 & 2 sites/310 schools)

Children and families intensively served through Healthy Start showed improved results in virtually every area examined in the evaluation. The greatest improvements were experienced in the following areas:

Meeting families' unmet needs was a strength of the Healthy Start initiatives.

- The need for food and clothing was cut in half, or more, in most cases.
- Sizable improvements were made in assisting Healthy Start children and families to access health and dental care, and therefore, to use preventive health care.
- Local initiatives were also successful in meeting families' needs for child care and transportation.

Employment increases ranged from 3% to 7% for high school age and older.

- Children served by Healthy Start showed statistically significant educational gains.
- Elementary school children's classroom behavior improved.
- Grades improved, with the largest gains showing in the K-3 age group and those with the lowest grades to start.
- Student mobility decreased.

Characteristics of Success

A Healthy Start site was more likely to provide effective services when:

- Healthy Start was well integrated into the life of the school.
- Services were directed more toward families.
- The coordinator was a good manager, spending a lot of time on site.
- There were "bridge builders" between families, teachers, and school administrators.

Where parents were more involved in site activities, services were more likely to be:

- Accessible.
- More integrated into the life of the school.
- Culturally competent.
- Focused on the whole family.

Healthy Start sites with a balanced continuum of prevention and intervention were:

- More likely to show schoolwide improvements in student performance.
- Providing more comprehensive services.
- More successful in meeting unmet needs for food, employment, and treatment for illness and injury.

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*received intensive, comprehensive services

Healthy Start Support Services for Children Act
1992-1999

Grants Awarded

	Operational Grant			Planning Grants		
Year	Grants Awarded	Number of Schools	Students Enrolled	Grants Awarded	Number of Schools	Students Enrolled
1991-92	40	128	89,811	110	308	216,490
1992-93	25	82	63,953	72	239	163,505
1993-94	47	162	103,306	44	103	79,699
1994-95	37	97	90,638	54	117	79,067
1995-96	72	181	142,608	64	149	114,319
1996-97	74	157	114,117	102	222	180,586
1997-98	92	174	148,634	91	160	129,408
1998-99	82	141	111,914	107	170	112,128
Totals	469	1,122	865,205	644	1,468	1,075,483

The goal of Healthy Start is to improve the lives of children and families. Local initiatives strive for measurable improvements in such areas as school readiness, academic success, health and mental health and family functioning.

Services for Children, Youth and Families

The school-linked services that are being offered to meet the needs of Healthy Start children, youth and families include:

- Family Support (child protection, parenting education, child care)
- Basic Needs (food, clothing, shelter, transportation)
- Medical/Health (vision, hearing, dental, CHDP, acute care, preventive health)
- Mental Health and Counseling (therapy, support groups, substance abuse)
- Academic/Education (tutoring, dropout prevention)
- Employment (career counseling, job placement, job training)
- Recreational
- Income Maintenance (Medi-Cal, AFDC, food stamps)

Note: Healthy Start does not necessarily pay for these services. Rather, it provides integrated service delivery which links children and families to needed supports and services.

Healthy Start is designed to serve children and their family members. A two-year statewide evaluation revealed that from January 1993 to March 1995 the first two cohorts of operational sites delivered over 282,000 services to 66,000 children, youth and family members for whom service records were available. Another 434,000 services were provided during this same period to an unknown number of children and families. Many positive outcomes for Healthy Start children and families were revealed.

(... more on side 2)

Finger Tip Facts

Program Description

The After School Learning and Safe Neighborhoods Partnerships Program (SB 1756/AB 1428/AB 2284) funds the establishment of local after school enrichment programs. Local programs will partner schools with communities to provide academic and literacy support and safe, constructive alternatives for students in the kindergarten through ninth grades.

Who Can Apply?

Applicants may include: Local education agencies (LEAs); cities, counties, or nonprofit organizations in partnership with, and with the approval of, an LEA or LEAs.

Priority for funding programs will be given to elementary, middle, and junior high schools where a minimum of 50 percent of the pupils in elementary schools and 50 percent of the pupils in middle and junior high schools are eligible for free- or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. Applications must be approved by the school district and the principal of each school site in order to ensure full integration with the academic program of the schools. The LEA, city, or county must act as the fiscal agent. Cities, counties, and nonprofits interested in applying to the After School Learning and Safe Neighborhoods Partnerships Program are strongly encouraged to immediately contact their school district in order to avoid any confusion in the application and planning processes.

Program Planning

Program planning will consist of a collaborative process that involves parents, youth, and representatives of participating school sites, governmental agencies, such as city and county parks and recreation departments, law enforcement agencies and social, health, and mental health services agencies, community organizations, and the private sector. Community organizations which could be collaborative partners in the initiative include: local colleges and universities, businesses, foundations, parent-teacher associations, service organizations, the faith community, museums, youth-serving groups and others.

Program Elements

Programs must consist of two components:

- An educational and literacy component to provide tutoring or homework assistance in one or more of the following areas: language arts, mathematics, history and social science, or science; and
- An educational enrichment component, which may include, but is not limited to, recreation and prevention activities. Such activities might involve the arts, music, sports, and recreation; work preparation activities; teen pregnancy and substance abuse prevention services; gang awareness activities; instruction in conflict resolution; community service-learning, and other activities based on student needs and interests.

The following variables will be considered when schools are selected to participate in the program, with primary emphasis given to items (1) through (4):

1. Strength of the educational component.
2. Quality of the educational enrichment component.
3. Strength of the staff training and development component.
4. Scope and strength of collaboration, including demonstrated support of the school site principal and staff.
5. Inclusion of a nutritional snack.
6. Employment of CalWORKs recipients.
7. Level and type of matching funds.
8. Capacity to respond to program evaluation requirements.
9. Demonstrated fiscal accountability.

Funding

$50 million in Proposition 98 funding will be available annually for grants. The three year grants will require annual renewal based on fiscal and program information provided by the grantees. Local match (cash or in-kind) from the school district, governmental agencies, community organizations, or the private sector is required in an amount equal to 50 percent of the state grant amount. Facilities and space usage may not be counted toward the match, nor may state categorical funds for remedial education activities be used.

Grants will be calculated based on an allocation of $5 per day per pupil, with the maximum grant for one school year totaling $75,000 for elementary schools and $100,000 for middle or junior high schools. For elementary schools with enrollment over 600 students, the maximum grant may be increased by an amount equal to $75 multiplied by the number of students over 600. For middle schools with enrollments over 900, the maximum grant may be increased by $75 multiplied by the number of students over 900. In addition, schools will be eligible to receive a supplemental grant to operate the program during any combination of the summer, intersession, and/or vacation periods. Supplemental grants may be for: (1) $5 per day per pupil, or (2) thirty percent of the total grant amount awarded to the school to operate the program during the regular school year, whichever is less.

Operational Requirements

Programs must operate for a minimum of three hours per day and until at least 6 p.m. on every regular school day. Programs must operate on school sites. All staff who directly supervise pupils will meet the minimum qualifications for an instructional aide in that school district, and school site principals will approve site supervisors. Programs will maintain a pupil-to-staff member ratio of 20 to 1.

Evaluation Criteria

After-school programs participating in the After School Learning and Safe Neighborhoods Partnerships Program will be asked to submit annual outcome-based data from evaluations which they will conduct locally. This data must include measures for academic performance, attendance, and positive behavioral changes. The California Department of Education may consider the results of these evaluations when determining eligibility for annual grant renewal.

Statutory Basis

Three identical bills passed the Legislature to create the After School Learning and Safe Neighborhoods Partnerships Program:

Senate Bill 1756 (Lockyer), Chapter 320, Statutes of 1998.
Assembly Bill 1428 (Ortiz), Chapter 319, Statutes of 1998.
Assembly Bill 2284 (Torlakson), Chapter 318, Statutes of 1998.

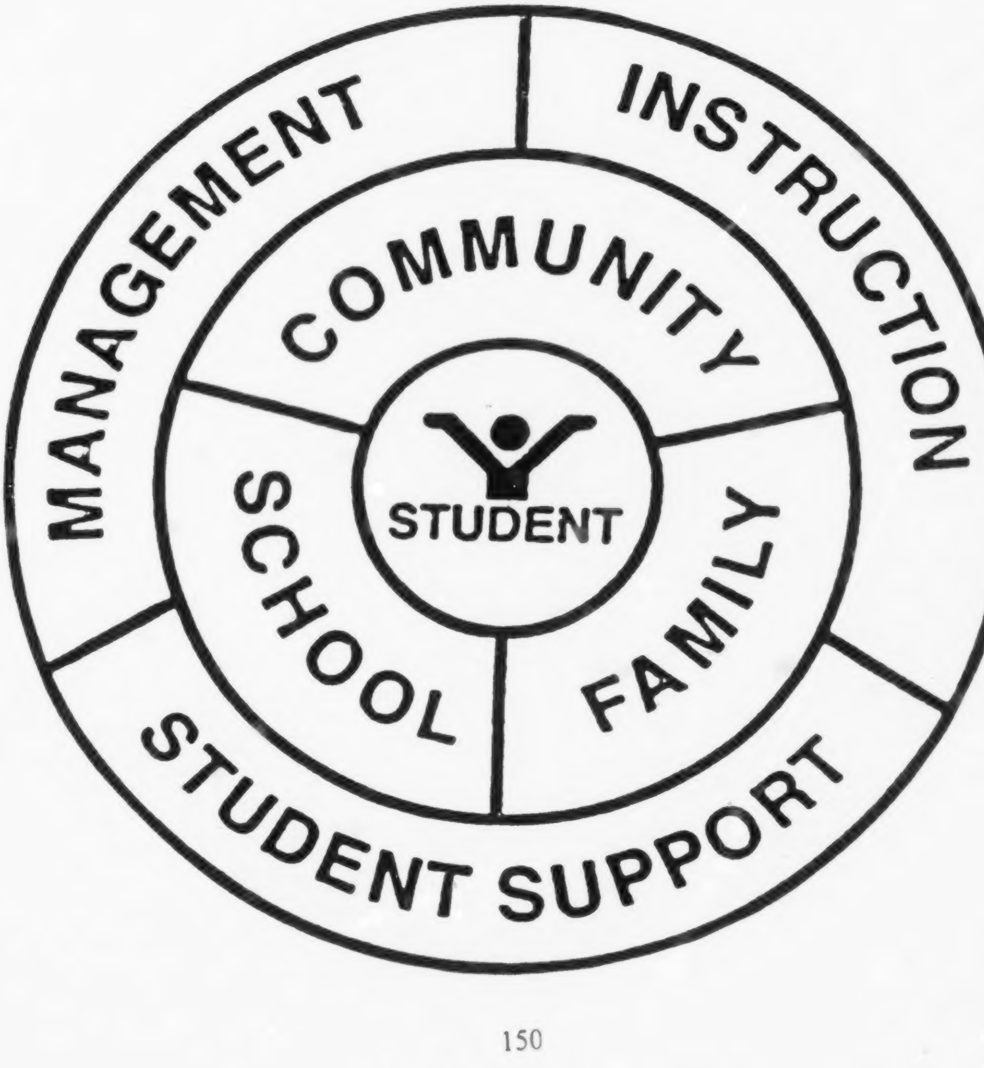
Effect on Existing Literacy Latchkey Programs

SB 1756/AB 1428/AB 2284 repeals the Literacy-Based School-Age Community Child Care Program, or Literacy Latchkey program (AB 326, Chapter 917, Statutes of 1997). Current Literacy Latchkey programs will have the option of converting to the After School Learning and Safe Neighborhoods Partnerships Program or may continue to operate as a School-Age Community Child Care Program (under the original Latchkey program).

For more information about this new initiative, please contact the Healthy Start and After School Program Partnerships Office at the California Department of Education at (916) 657-3558. In addition, developing information about the After School Learning and Safe Neighborhoods Partnerships Program will soon be available through the Healthy Start web site: HYPERLINK http://www.cde.ca.gov/cyfsbranch/lsp/hshome.htm.

Healthy Start Office
September 1998

Hawai'i's Comprehensive Student Support System (CSSS)


MANAGEMENT
INSTRUCTION
COMMUNITY
SCHOOL
STUDENT
FAMILY
STUDENT SUPPORT

Hawaii's Comprehensive Student Support System

Overview

The Comprehensive Student Support System (CSSS) is the Hawaii Department of Education's umbrella for ensuring a continuum of supports and services that provide the academic, social, emotional and physical environments so that all students learn and attain the Hawaii Content and Performance Standards. This continuum begins in the classroom, with differentiated classroom practices as the base of support for each student. This extends beyond the classroom to include school and community resources, and programs.

CSSS operates in all school settings, linking students and families to the resources of the Department of Education (DOE), as well as those of their neighborhood, their community, the Department of Health (DOH) and other governmental and private agencies and groups.

CSSS goals are:

Goal One: Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so that they can achieve in school.

Goal Two: Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment.

Goal Three: Integrate the human and financial resources of appropriate public and private agencies to create caring communities at each of our schools.

The focus of CSSS is on prevention and early intervention. CSSS provides students, families, teachers, principals, and staff with the support they need to ensure that students succeed. An effective CSSS responds to the changing needs of students by helping to meet these needs and promote success for every student. An array of student support services ensures that the supports provided and the delivery process correspond to the severity, complexity, and frequency of each student's needs. When school-based supports are provided in a timely and effective manner, fewer students will require more complex or intense services.

The Comprehensive Student Support System (CSSS) encourages "working smarter, as opposed to working harder. It promises to be an efficient way to systematize what is working and to identify and improve what is not working. It is a system that requires teaming, organization, accountability, and a proactive support with high expectations for all students.

The Hawaii Department of Education and the Department of Health collaborate with other student and family-serving agencies and organizations to align services and programs in an individually responsive manner to create a caring community. This caring community minimizes duplication and fragmentation of services, ensures that services are timely and effective, and embraces the principles of the Hawaii Child and Adolescent System Service Program. (attached)

CSSS incorporates the conceptual design developed by Adelman and Taylor (1997) to support the success of every student. Adelman and Taylor's model proposes three necessary interrelated components within the schools—instruction, management, and enabling. The enabling component is viewed by Adelman and Taylor as an array of services that seeks to displace various risk factors to enable or facilitate learning—remove barriers to learning. The Hawaii CSSS model has three components: instruction, management, and student support. CSSS has enhanced the enabling component with the addition of "student support", a set of comprehensive services and programs that promote and facilitate healthy development and positive social growth, in addition to academic achievement. The instructional component underscores literacy advancement through hands-on and contextual learning that acknowledges diversity. The management component includes functions that organize the instructional and student support components. These include planning, budgeting, staffing, directing, coordinating, monitoring, evaluating, and reporting functions.

Student Support

Student support services displace barriers that impede student success and offer a seamless continuum of services to all students and families. The critical elements of student support are:

Personalized Classroom Climate and Differentiated Classroom Practices
Prevention/Early Intervention
Family Participation
Support for Transition
Community Outreach and Support
Specialized Assistance and Crisis/Emergency Support

The extent to which these elements are included in the school's delivery of student support services is assessed on an ongoing basis. These descriptors are used to develop the schools' Standards Implementation Design (SID). Characteristics of the SID include criteria such as standards-based, data-driven results, which are oriented to and focused on learning.

Levels of Student Support Services

The Comprehensive Student Support System provides five levels of student support. Each level increases in intensity or specialization of service. The five levels of student support services are:

Level 1: Basic Support for All Students
Level 2: Informal Additional Support through Collaboration
Level 3: Services through School-Level and Community Programs
Level 4: Specialized Services from DOE and/or Other Agencies
Level 5: Intensive and Multiple Agency Services

Anyone may request assistance for the student. Each request is submitted to a core committee. The committee determines whether services should be coordinated by the committee or by a student support team (SST). The decision is based/focused on the student's level of need. If the need is at Level 1 and/or 2, the core committee is responsible for coordinating services. If the need is at Level 3, 4, or 5, an SST is convened. Participants are knowledgeable about the student, and includes the family.

Implementation

CSSS was initiated in Spring 1997 with a focus on identification, access, and provision of appropriate mental health services to students with special needs. The State Legislature has provided financial support to promote this initiative. A chronology of implementation follows:

1997-98: CSSS implemented at 38 schools in seven school complexes, including the entire district (island) of Kauai.
1998-99: CSSS added three more complexes, for a total of 62 schools, creating 10 *CSSS Learning Sites*, one complex per district throughout the state of Hawaii.
1999-00: Per *Hawaii Department of Education's Strategic Plan for Standards-based Reform*, 252 schools and 36 complexes implemented CSSS.

Evaluation:

Evaluation of the Comprehensive Student Support System began in school year 1997-1998 as a multi-year (3 to 5 years) plan, initially covering seven complexes. Evaluation continued in the second year, 1998-1999, with three additional complexes. The number of schools participating in the evaluation has increased with each year of implementation.

The focus of the initial evaluation were examining program implementation and determining what improvements should be made. Development for future accountability requirements was also a component of the evaluation design.

The scope of the evaluation encompasses four settings: The classroom, school, family, and community. The evaluation considers the six critical elements of student support:

Personalized classroom climate and strategies
Prevention/early intervention
Family involvement
Support for transition
Community outreach and support
Specialized assistance and crisis/emergency support.

For school year 1999-2000, the evaluation foci of CSSS were modified with the development and adoption of the *Hawaii Department of Education's Strategic Plan for Standards-based Reform* which calls for full implementation of CSSS by June 2000. The University of Hawaii Affiliated Program has partnered with the Department of Education to conduct the evaluation for 1999-2000 based on the following components:

- Documentation of a single point of entry/utilizing the CSSS Request for Assistance process for individual children with needs
- Progress Indicators to self-assess how each school is progressing in the implementation of student support services
- Sampling technique, using, in part, case studies, as well as satisfaction surveys of high school students and families
- Compliance data of IDEA/504 and Service Testing

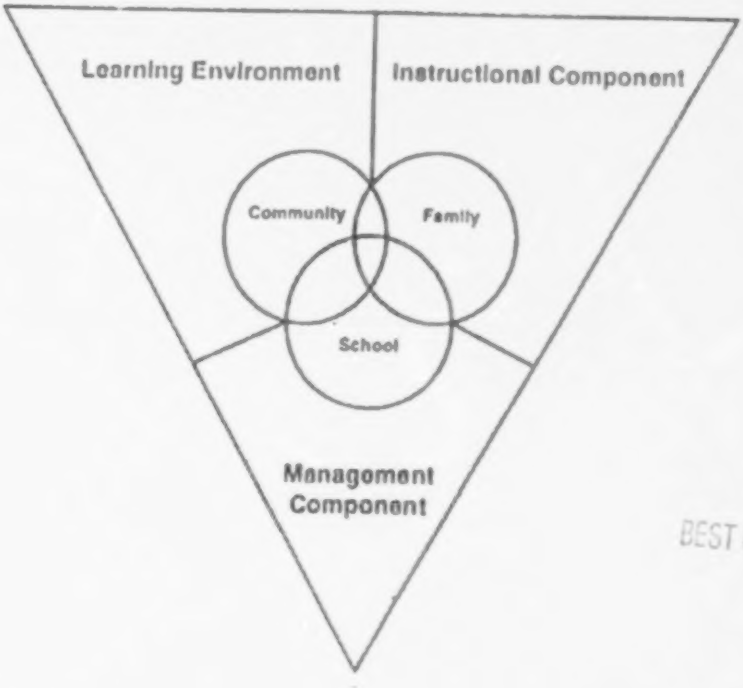
Successful program development and implementation should result in:

- Improved prevention and early intervention services
- Coordinated services via cross-discipline, cross-agency teams
- Promotion of pro-social skills
- Increased family involvement in collaborative planning
- Development of the school's capacity to assess and monitor progress through the use of educational indicators
- Successful long-term and short-term program planning integrated with the school's Standards Implementation Design (SID)

SAFE SUCCESSFUL SCHOOLS

Tom Kelly
Asst. Supt. of Public Instruction
Operations and Support

Ensuring Student Achievement Through Collaboration: The Challenges of Poverty and Transition


Learning Environment
Instructional Component
Community
Family
School
Management Component

Washington State
Office of Superintendent of Public Instruction

Supportive Learning Environments - Safe, Civil and Healthy

Beginning in 1992, Washington has been engaged in a major education reform process designed by a Governors Commission and approved by the legislature. The preamble to the education reform legislation states:

> *The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives.*
>
> RCW 28A.150.210 Basic Education Act—Goal.

The establishment of meaningful and measurable performance standards is the result of a unique partnership between parents, community members, representatives of business and industry, and K-20 education teachers and faculty. The final component, a Certificate of Mastery, will become a high school graduation requirement in 2004.

As each phase of development has been completed and the assessment results known for students, schools, and districts, a new question has increased in significance. What factors other than curriculum and instruction are impacting our children's performance? The strengths of a family, the resources of a community, the leadership of school administrators, the compassion of a teacher or the resilience of a child, are increasingly recognized as key elements in supporting learning success.

Under the leadership of Superintendent Terry Bergeson, several strategic goals have been established by the state education agency. The first is focused on teaching and learning, the second states:

> *Facilitate the development of the safe, nurturing, healthy, and civil learning environment that is essential for each student's learning.*

Important and relevant research in being conducted throughout the country on various aspects of the learning environment and the relationship of parents, community and school. It appears, however, that very little comprehensive work is taking place that identifies the significant element of each aspect, links those elements in an efficient and effective planning continuum, and closely correlates the elements with improved student academic achievement.

The work on supportive learning environments will focus on the partnership between school, community and family environments that support the academic achievement of our children. The system design includes identifying standards, creating an implementation system, and using the accountability outcomes to improve student success. It is by design, an inter-agency and multi-disciplinary task. This is a comprehensive project to be implemented over a two-year period and coincide with the final phase of the education reform process.

Essential stages in the SLE system design

1. Bring together a "think tank" of primary researchers in learning environments to explore integrated framework utilizing their work and that of others.
    - First gathering completed in April 2000
    - The work of these researchers is fundamental to the current SLE system:
      Howard Adelman – UCLA
      David Hawkins – University of Washington
      Jeffery Fouts – Seattle Pacific University
      Dale Blyth – Search Institute and University of Minnesota
      Randy Sprick – Teaching Strategies, Inc.
2. Complete a search, ERIC and other sources, of current research on learning environments including topics that maybe related but tangential.
    - In progress but not complete
3. Develop a learning environment assessment and evaluation tool that includes physical, social, emotional and intellectual factors on a continuum and that is integrated with school district or local school plans for student improvement.
    - IBM is assisting in development of the prototypes.
4. Design an implementation process for the learning environment system that begins with prototypes, continues with pilot assessment in selected schools through 2000-2001 and allocation of resources through existing community, school and family collaborative programs.
    - Three to five prototypes will be reviewed by teachers, administrators and community members during four regional summer institutes. The prototypes use available data from counties, communities, and schools that are indicators of supportive learning environments.
    - Local schools will pilot the SLE assessment tool - based on prototype feedback. The framework would become the basis for targeting resource allocations toward verified learning environment factors (physical, social, emotional and intellectual) that are significantly correlated with student academic progress.

State Superintendent, Dr. Terry Bergeson, has been the key leader of Washington's education reform process and has articulated well the significance of a quality and supportive learning environment. Washington is ready to match progress in reshaping teaching and learning with a major effort to verify and clarify the essential elements of an environment as a prerequisite for improved student success.

For information contact Marcia Riggers, (360) 753-2562, or mriggers@ospi.wednet.edu.

Safe Successful Schools

Tom Kelly, Asst. Supt. of Public Instruction Operations and Support

Purpose:

Discuss creation of supportive learning environments as an essential component of education reform

Strategic Goal 1

Facilitate the development of coordinated curriculum, instruction, and assessment systems that will maximize each student's learning and assist schools and districts in achieving their accountability goals.

Successful Students

The goal of the Basic Education Act...shall be to provide students with the opportunity to...become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* knowledge and skills... (ESHB 1209,7/25/93)

Strategic Goal 2

Facilitate the development of the safe, nurturing, healthy, and civil learning environment that is essential for each student's learning

Supportive Learning Environments:

A learning environment that is safe, civil, healthy and intellectually stimulating where students are engaged in learning and are committed to acquiring the knowledge, attitudes, skills and behaviors to succeed in the 21st century.

Such an environment must be supported by weaving together the resources of students, families, communities, and school staff.

Youth Safety in an environmental component

Essential Academic Learning Requirement:
Involving Supportive Environment

Communication

- Communicate ideas clearly and effectively
- Use communication strategies and skills to work effectively with others
  - Interact effectively and responsibly with others
  - Work cooperatively as a member of a group
  - Seek agreement and solutions through discussion

Health and Fitness

- Identify ways that encourage healthy and unhealthy decisions, plan how to resist unhealthy message and create healthy messages
- Assess the impact of the environment on health in choosing where to live, work and play
- Use social skills to protect health and safety in a variety of situations
    - Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships
    - Demonstrate social skills to encourage self and others to choose healthy behaviors
- Acquire skills to live safely
    - Anticipate abusive and risky situations and demonstrate safe behaviors to minimize risk and prevent injury to self and others at home, school and in the community
    - Identify sources to ask for help in an emergency

Civic Involvement

- The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

  To meet this standard, the student will:

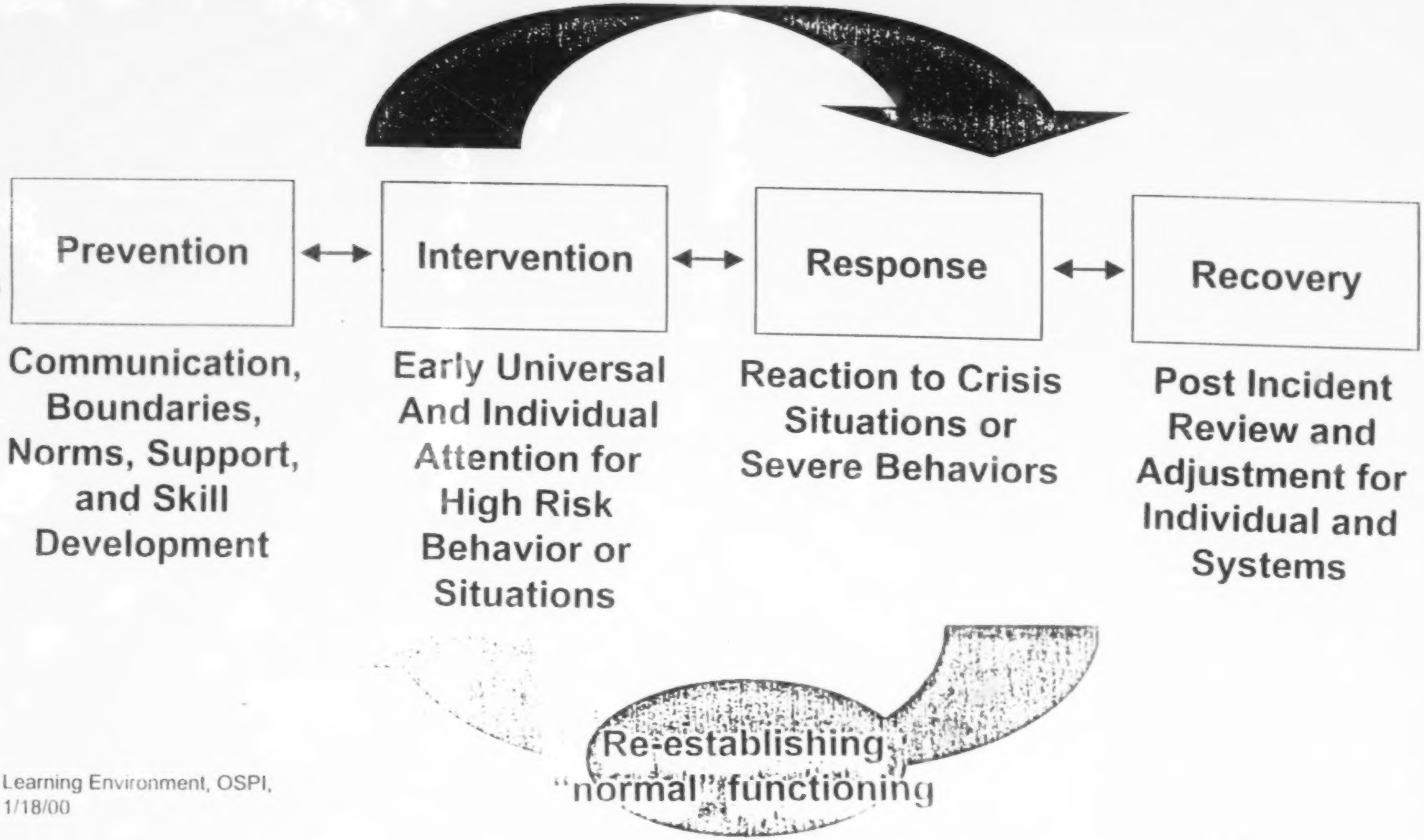
    - 4.1 understand individual rights and their accompanying responsibilities
    - 4.2 identify and demonstrate rights of U.S. citizenship
    - 4.3 explain how citizen participation influences public policy

Social Studies

- Analyze how the environment and environmental changes affect people
- Examine cultural characteristics, transmission, diffusion and interaction

Safe, Civil, and Healthy Learning Environments

A School, Family, Community Partnership Continuum to Insure Student Achievement



Prevention ↔ **Intervention** ↔ **Response** ↔ **Recovery**

Prevention: Communication, Boundaries, Norms, Support, and Skill Development

Intervention: Early Universal And Individual Attention for High Risk Behavior or Situations

Response: Reaction to Crisis Situations or Severe Behaviors

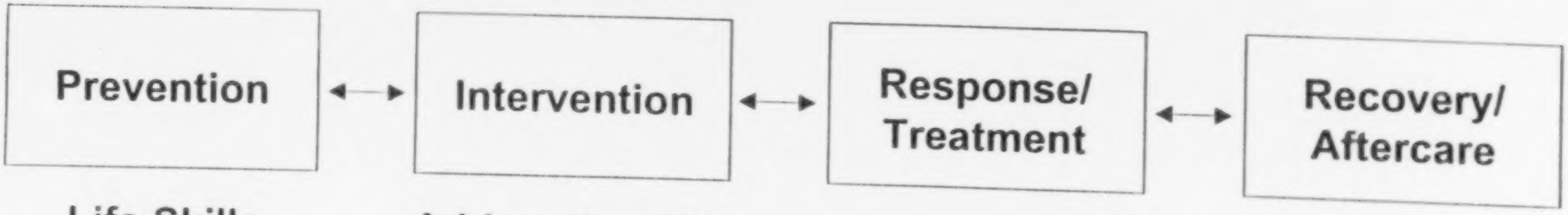
Recovery: Post Incident Review and Adjustment for Individual and Systems

Re-establishing "normal" functioning

Learning Environment, OSPI, 1/18/00

Safe, Civil, and Healthy Learning Environments

A Continuum of Programs and Services



Prevention

Life Skills

Norms of respect and tolerance for opinions, lifestyles, religions and cultures which vary from our own.

Early Childhood Education

Skills training, prevention curriculums

Engage students and parents

Multicultural Education

Crisis response planning, training and exercising

Intervention

Addressing Risk Early On

Student assistance programs

School Security

Academic Alternatives

Student Involvement

Policy/Procedures

Implementation of plans

Response/ Treatment

Reacting to the Crisis

Counseling and treatment

Coordination with state and local emergency services

Implementation of plans

Recovery/ Aftercare

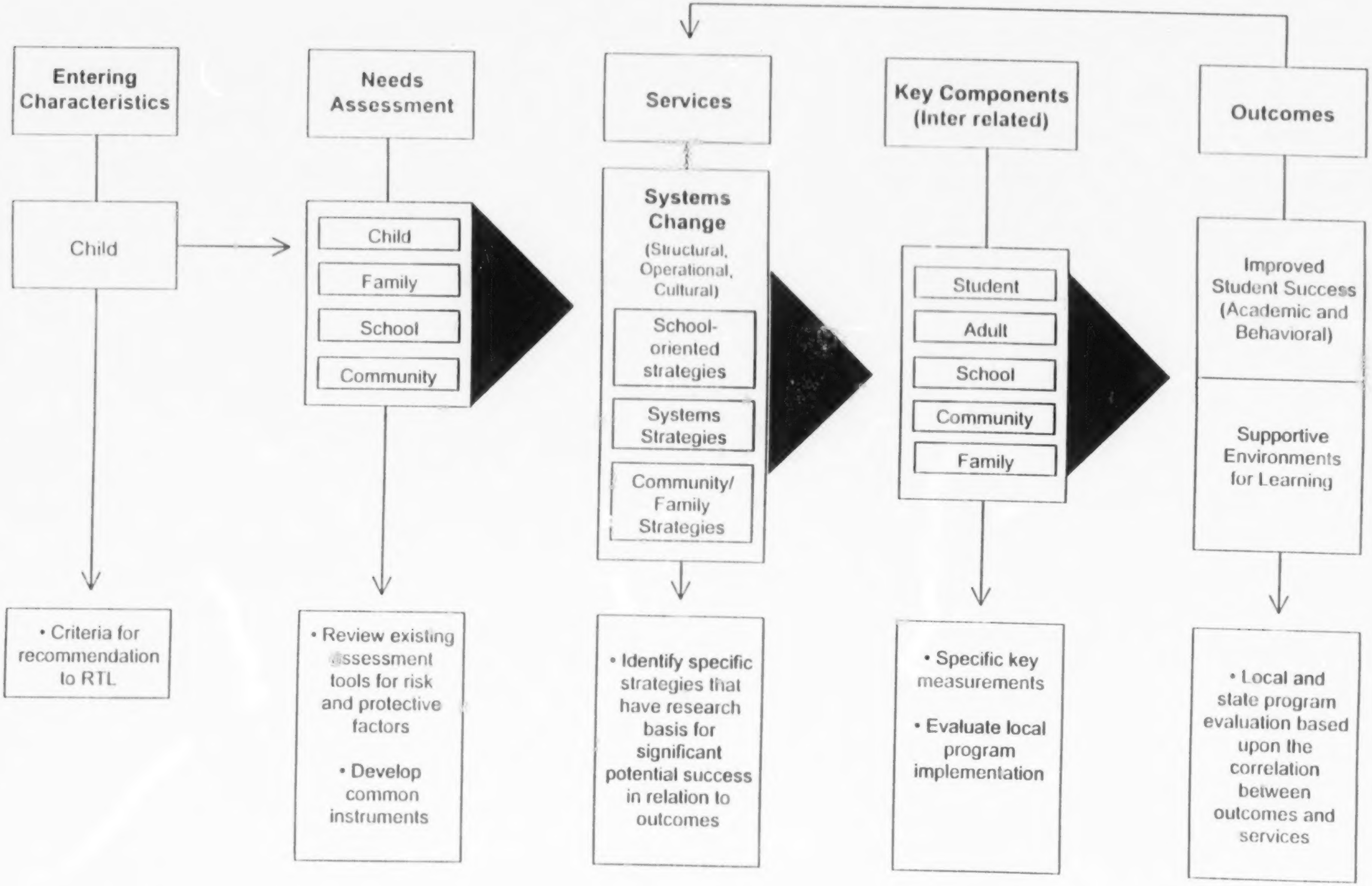
Reducing the Impact of a Crisis

Post incident counseling

Post incident plan Adjustment

Re-establish "normal" functioning

Program Design for Supportive Learning Environments



Entering Characteristics

Child

- Criteria for recommendation to RTL

Needs Assessment

Child

Family

School

Community

- Review existing assessment tools for risk and protective factors
- Develop common instruments

Services

Systems Change

(Structural, Operational, Cultural)

School-oriented strategies

Systems Strategies

Community/ Family Strategies

- Identify specific strategies that have research basis for significant potential success in relation to outcomes

Key Components (Inter related)

Student

Adult

School

Community

Family

- Specific key measurements
- Evaluate local program implementation

Outcomes

Improved Student Success (Academic and Behavioral)

Supportive Environments for Learning

- Local and state program evaluation based upon the correlation between outcomes and services